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ABSTRACT

Peace education is a holistic and life-affirming process of skill building that empowers children to find creative and non-destructive ways to settle conflicts. The curriculum is built around the following concepts: (1) the basis for a peaceful world is an environment where children become friends, work and play cooperatively, and respect the interdependence of all living things; (2) we are all similar, yet unique human beings, who enjoy our commonalities, and accept our differences; (3) feelings are a bond we all share; and (4) peacemaking skills help us get along as responsible members of the human family. Each concept is reinforced by activities and visual aids to make the curriculum easy to use. Student pages are provided for use in grades 1 and 2. An annotated bibliography lists 192 books for children related to peacemaking skills. (SLD)

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ED 363 847

Peace-making skills for little kids

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CG026030

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Peacemaking Skills for Little Kids

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Second Edition, Revised

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What is Peace Education?

Peace education is holistic. It embraces the physical, emotional, intellectual and social growth of children within a framework deeply rooted in traditional human values. It is based on a philosophy that teaches love, compassion, trust, fairness, cooperation and reverence for the human family and all life on our beautiful planet.

Peace education is life-affirming. It is the understanding that all life on Earth is precious and every human being is precious. Children learn to value themselves, each other, and their environment.

Peace education is skill-building. It empowers children to find creative and non-destructive ways to settle conflicts and to live in harmony with themselves, others, and their world.

Peace making is an on-going process. Building peace is the task of every human being and the challenge of the human family.

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Concept 2

We are all human beings. We are similar, yet each of us is unique.
We accept and enjoy our commonalities and celebrate our differences.

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How To Use Peacemaking Skills for Little Kids

Thank you for selecting *Peace Making Skills For Little Kids*. We know that your students will enjoy these activities while they are learning peacemaking skills. Each activity is clearly developed to make the curriculum easy to use. Art, music, stories, and nature activities enhance and reinforce the learning and skills.

The italicized words indicate words spoken directly to the children by the teacher. The beginning teacher may want to use these words exactly as printed, while the experienced teacher may feel free to adapt as needed.

I-Care-Cat, the puppet, introduces each new concept with an I-Care-Rule.

◆ **The cassette icon** tells the teacher that I-Care-Cat will be speaking to the children. His words also appear in italic print. Many of the songs in the unit are on the cassette too, as indicated with the symbol.

◆ **I-Care-Cat Poster** should be prominently displayed as you will be referring to it many times during the day.

◆ **Concept:** There are four major concepts which serve as the guiding philosophy of the curriculum.

◆ **Focus:** Identifies the objective of the lesson.

◆ **Peace Point:** Is the application of the skills the children have learned within the broader framework of their lives.

◆ **Introduction:** Introduces the concept to the children and sets the purpose for learning.

◆ **Materials:** Things that are needed to implement the lesson.

◆ **Discussion:** Offers children the opportunity to interact personally, re-assess their own values and perceptions, and build on basic concepts.

◆ **Art Time** and **Singing Time** allow children to express themselves in a variety of ways.

◆ **Activity Book:** Student pages are identified for first and second grade teachers who are using the *Student Activity Book*. These pages are correlated with the lessons presented.

◆ **Story Time:** Explores a wide range of experiences common to children of this age. Stories help children develop empathy to better understand and accept their own feelings and the feelings of others. Stories extend the children's experiences and enlarge their world.

If you cannot find the story listed in your school library, please find a similar story. These stories are an integral component of the curriculum and should be used.

◆ **Closing:** Summarizes the concepts in words that the children understand.

Guidelines for Using Student Activity Books

The center tear-out pages can be used at any time. Some suggestions for their use are:

I-Care-Mask. After children create the masks and color them have them make up stories. Role play.

Flip Book. Before children make the flip book have them color and discuss. Encourage children to create their own flip books.

I-Care-Rules. Have children color the poster and bring it home to put on the family refrigerator. Tell children that they will be bringing home their activity books to share with their families.

Invite parents to class often to participate in the peacemaking activities. This will give them the opportunity to become familiar with the concepts and skills you are teaching their children. Parents can then reinforce in the home what the children are learning in school.

We would appreciate hearing from you. We wish you success.

Concept 1

The basis for a peaceful world is an environment where children become friends, learn to work and play cooperatively, and respect the interdependence of all living things.

And children's faces looking up
Holding wonder like a cup.

Sara Teasdale

INTRODUCTION

Our world is a fascinating and exciting place for young children. Their eagerness to understand their environment, to touch, hear, smell, and see the world alive and growing is wonderful. These experiences shape their perceptions - perceptions of the world around them and perceptions of self.

The world for the fortunate child is loving and challenging; for the less fortunate child, it is a place of distrust, anger and rejection.

As peace teachers, we take our children as they come to us and create an environment that nurtures their emotional, creative, physical and intellectual growth.

Setting the Stage

You, the Peace Teacher, are a powerful force in developing loving and caring human beings. Model the behaviors you want your children to learn. Be aware of what you say, the tone of your voice, and your body language. Everything you say and do strongly influences the attitudes and behavior of your children.

THE NURTURING ENVIRONMENT:

- ❤ Begin every day by greeting each child by name - with a smile. The children learn from you that everyone is important and has a name.
- ❤ Set the tone of your classroom with "We are all friends here."
- ❤ Talk to children at their own body level and use steady eye contact.
- ❤ Listen carefully to what children say; it is well worth the time. You are letting children know that they are important, worthy of your attention, and have value as individuals.
- ❤ Learn and use "I-Care-Language" and your children will, too.
- ❤ Be enthusiastic. Your enthusiasm for the joy and wonder of all living things is infectious. Share it with your students.
- ❤ Give your children opportunities to work and play cooperatively. Provide time for them to talk and listen to each other.
- ❤ Arrange the day's activities to include a variety of experiences - independent/cooperative, active/quiet, outdoor/indoor.
- ❤ Take children outside often. Use every opportunity to teach and reinforce the value of life, the needs of living things, and our responsibility for the care and nurturing of our big home, Planet Earth.
- ❤ Read to children every day. Your voice is more important than any commercial recording.
- ❤ Teach and reinforce peacemaking skills daily in all activities.

The Physical Environment

- Allow children to help plan and create an attractive and secure classroom through proud displays of artwork, a nature corner, books written by and about themselves, photographs.

- Provide a special place for each child to keep personal materials. Clearly mark this place with the child's name and a photograph, if available. Treat these places with great respect, and the children will learn to respect each others' belongings, too.

- Purchase equipment and games that develop creativity, problem solving skills and cooperative play. Blocks, Tinkertoys, Lincoln Logs, Lego are excellent. Have sufficient favorite items to avoid the frustration of a long wait.

- Purchase dolls of different races and gender so that children will acknowledge other groups in our diverse human family.

- Develop a plan with children for handling and putting away materials. Praise their growing responsibility.

Conflict Resolution

- Have children plan and decorate a "time-out" corner where they may go when they feel angry. Assure them that they are welcome to rejoin the class when they feel that they are ready. Compliment them on their self-control when they return.

- Encourage group problem solving through play. The skills that the children are learning through play will help them deal with conflict when it arises. "What's the problem?" "Let's think of ways to solve the problem." "Which idea do you think will work the best? Let's try it!"

- Teach strategies for taking turns ("rock, paper, scissors", timer, sign-up sheet, toss a coin, rotating cards) and praise children when they use them.

- Step back and allow children to practice strategies to work out problems on their own, unless they are in danger of getting hurt.

- Building a friendly and caring classroom takes time, effort, consistency, patience and love. The Peace Teacher is a vital link in preparing our precious children to be happy, caring, loving and responsible individuals. Children learn what they live.

F O C U S O N E

I AM GETTING TO KNOW YOU, AND YOU ARE GETTING TO KNOW ME.

Peace Point: Listening skills help children get to know each other and their environment, to build a sense of community.

■ **Introduction: I-Care-Cat's Visit**

Hi, everyone. My name is I-Care-Cat. I'm happy that your teacher has invited me to visit. I want to get to know all of you and share some exciting things with you. There are so many interesting things in this classroom, and outside in our great big world.

Can you guess why I'm called I-Care-Cat? That's right. I care about you and other people. I care about your feelings. I care about plants, animals, and our world. I know that you care, too. Let's sing a song so we can learn each others' names:

My name is I-Care-Cat, I-Care-Cat, I-Care-Cat. My name is I-Care-Cat. Who are you?

Now this time, when I sing "my name is", everyone say your own name.

My name is _____ (boys and girls, say your own name now.)
My name is _____**. Who are you?**

That was wonderful! We're going to have fun this year, getting to know each other, playing and working together. I brought a poster for you to hang in your classroom, I- Care-Rules. These rules will help you remember to care about each other. Today let's talk about the first I-Care- Rule:

We listen to each other.

Let's say it together. We listen to each other. Why is it important to listen to each other? Yes, we can learn more about each other's feelings and ideas. What part of our body do we use to listen? Yes, everybody touch your ears.

Can we listen if we're running around the room? Can we listen if someone interrupts? Can we listen if we're yelling? How do we know when someone is listening?

Let's repeat our I-Care-Rule: **We listen to each other.**

I have to go now. My friend and I are going for a walk together. We are going to listen to.the sounds around us. And we're going to listen to each other. I hope that you will listen to the sounds around you, the sounds of your environment, and I hope you will listen to each other. Good-bye. See you soon. Remember to be a good listener.

◆ **Activity Book:** Inside front cover. Read the letter from I-Care-Cat.

◆ **Discussion:** *What is peace? What is a peacemaker? What are some of the things that I-Care-Cat cares about? What do you care about?*

In a circle, have children tell about a time when they were a peacemaker.

ACTIVITIES

1 Mystery Box

materials: mirror in a cigar box

◆ **Introduction:** *I have a mystery box that has the most wonderful thing in the world in it. If you promise not to tell anyone what's in it, I will pass it around.*

Have children peek, one by one, into the box. They will see their own image in the mirror. After everyone has peeked, ask: *What did you see?*

Pass the mirror around again and have each child say, *"I see* (their name). *I have* (color) *hair. I am a* (boy/girl). *I have* (color) *eyes."*

◆ **Closing:** *Each of us is wonderful because we are all human beings, yet each of us is different. No two humans are exactly alike, and that's what makes us special. We are going to get to know each other and become friends.*

2 I'm Glad To Be Me

◆ **Introduction:** *I'm going to tell why I'm glad to be me. Then you can tell me why you are glad to be you. I am glad to be me because* (tell why).

Have children tell why they're glad to be them.

◆ ***Activity Book:*** Pages 2, 3.

◆ **Closing:** *We are all precious and we are all glad to be ourselves.*

◆ **Story Time:** Read stories such as:

Someone Just Like Me, by Carol Marron
Can you ever find anyone exactly like you? Would you like everyone to be just like you?

To Be Me, by B. S. Hazen
What is there about you that is special?

I Like Me, by Nancy Carlson
What do you like about yourself?

5

3 Hands, Hands, Hands

materials: finger paint, large butcher paper

◆ **Introduction:** *Everybody, hold up your hands and look at them. Aren't they beautiful? Are your hands the same as your friend's hands? Let's find out!*

Have children make a hand print with finger paint. Compare size and shape.

◆ **Discussion:** *Look at all the different shapes and sizes. Isn't it wonderful how we are all alike and yet each one is different? How do our hands help us? How do our hands help each other?*

◆ **Closing:** *Our hands are wonderful. They help us in so many ways.*

4 Making Friends

materials: appropriate music

◆ **Introduction:** *Let's make a big circle. We're going to use our ears to listen to each others' names. Isn't it wonderful that we have ears to listen to each other! We are learning to be friends. Friends call each other by their names. Here is a game that will help you make a new friend.*

Have children stand in circle. Select one child and demonstrate. Encourage children to speak in a strong, clear voice.

Look at the person. Smile. Say: My name is _____ . What is your name?

Have children walk in a circle to the music. When the music stops they turn to the child beside them and introduce themselves.

Repeat, having children turn to the child on the other side and again introducing themselves.

Repeat, having children move randomly to music. When music stops, children introduce themselves to nearest child. See that everyone gets a chance to be introduced.

Have children sit and one by one introduce a new friend by name to the whole group.

◆ **Discussion:** *Isn't it nice to know everyone's name? We learned each others' names by listening. How do you feel when someone listens to you?*

◆ **Activity Book:** Pages 4, 5.

Create a Friendship Tree bulletin board. Take a picture of each child or have each child bring in a snapshot.

◆ **Art Time:** Friends Booklet

Pair children and have them draw each other. Write children's names on pictures. Bind pages of "Friends Booklet" and put in class library for all to enjoy.

◆ **Closing:** *It's fun making friends. Friends care about each other. We show we care for each other when we learn their names and use them.*

◆ **Story Time:** Read stories such as:

We Are Best Friends, by Aliki
Who has a new friend? How did you get to know each other?

Making Friends, by Fred Rogers.
What does it mean to be a friend? Sometimes friends have arguments. What are some of the things that friends argue about? Why is it important to have friends?

My Name is Not Dummy, by Elizabeth Crary and Marina Megale
Has anyone ever called you a name? How did you feel? Have you ever called somebody else a name? How do you think they felt?

5 Names Have Rhythm

◆ **Introduction:** *Do you know that each one of our names has a rhythm that we can clap with our hands? Listen while I clap my hands to my name.* (One clap to each syllable.) Clap each child's name, and have children repeat. After all names are done, chant and clap:

All our names have rhy-thm.
All our names have rhy-thm.
Yea for all our names!

For variation, children can tap their rhythm on a drum.

◆ **Closing:** *All our names have rhythm. We all have beautiful names.*

◆ **Story Time:** *Read stories such as:*

Will I Have a Friend?, by Miriam Cohen
How did the little boy make a friend? How do you make a friend?

Best Friends for Frances, by Russell Hoban
Why did Frances need a friend? What did she do to get a friend?

6 Singing Time: We Have A Little Circle

◆ **Introduction:** *It's fun to have lots of friends. Look at all the friends we have in this room. Let's play a circle game.*

Have children hold hands, sing, and move in a big circle. Select two children to hold hands in the middle of the circle. They all sing:

We have a little circle, circle, circle.
We have a little circle, and we are all friends.

Teacher taps one child (Susan) from the big circle who sings:

Mary and Bob please let me in.

Mary and Bob respond with:

We have a little circle, circle, circle.
Susan, join our circle and we are all friends.

Continue until there are two children left, then have both go in the circle together. Then sing:

We have a big circle, circle, circle
We have a big circle and we are all friends.

◆ **Discussion:** *Did everyone like to be part of the circle? Why is it important to let everyone play who wants to?*

◆ **Closing:** *Everyone likes to be part of a game. It doesn't matter if you're first. What matters is that we play with our friends, and we let everyone play who wants to.*

7 We Listen To Each Other

◆ **Introduction:** *I-Care-Cat says friends listen to each other. How do we know when someone is listening to us?* (we look at each other, we pay attention to what the person is saying, we wait for our turn to talk, we ask questions if we don't understand)

Invite two children to model good listening skills for the class.

◆ **Discussion:** *Why is it important to be a good listener? How do you feel when someone listens to you?*

◆ **Activity Book:** Pages 6, 7.

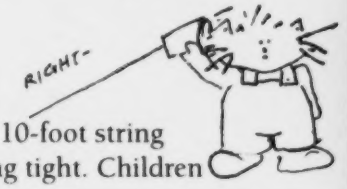
◆ **Closing:** *Listening helps us to understand what other people are saying. Peacemakers listen without interrupting.*

8 Telephone Message

materials: paper cups, string

Show telephone made from two paper cups joined by 10-foot string knotted inside the cups.

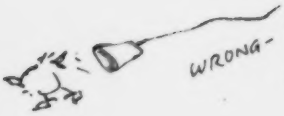
◆ **Introduction:** *Guess what this is! It's a telephone. Shall we try it out? Today we're going to listen to each other with our telephones. Who can think of something special to tell a friend?*



Select two children to demonstrate.

In pairs, have children make a telephone by pulling a knotted 10-foot string through the bottom of paper cups as illustrated. Keep the string tight. Children take turns talking and listening with the telephone.

◆ **Closing:** *Isn't it fun listening to a friend! Listening is important. We listen to each other.*



◆ **Story Time:** Read stories such as:

Listen to Me, by Barbara Neasi
Are your parents sometimes too busy to listen to you? How do you feel? What do you do?

Thy Friend Obadiah, by Brinton C. Turkle
Why did the children tease Obadiah? Why do you think that Obadiah changed his mind about having a friend?

Grouchy Lady Bug, by Eric Carle
Why didn't the other animals like the Lady Bug? What did she do to get others to like her?

9 Sounds In My Environment

◆ **Introduction:** *We've been using our ears to listen indoors. Let's go outside and use our ears to listen to the sounds of our outdoor environment. We have to be very quiet to listen to the sounds of nature.*

Take children outside and have them sit silently with eyes closed for one minute. Listen to the sounds of the neighborhood. (leaves, wind, birds, cars, voices, airplanes, machines, etc.)

◆ **Discussion:** *Which sounds are part of nature? Which are made by machines? Which do you like the best? Are there any sounds that you didn't like? Isn't it fun being outdoors? How is the outdoor environment different from indoors?*

◆ **Activity Book:** Pages 8, 9.

◆ **Closing:** *You are such good listeners, and you learned so much about everything around you - your environment. Our environment talks to us if we listen carefully.*

◆ **Story Time:** Read stories such as:

If You Listen, by Charlotte Zolotow
How do we hear things that we can't see? What can we learn by listening carefully? How can we become good listeners?

The Noisy Book, by Margaret Wise Brown
Close your eyes and let's listen to the sounds in the room. What do you hear? How are these sounds different from the sounds you heard outdoors?

The Listening Walk, by Paul Showers
Have children identify the sounds. Are they city sounds? nature sounds? people sounds? Which sounds are the quietest? noisiest? Which sounds do you like best?

◆ **Recommended Resources:**

Nature Watch: Exploring Nature with Your Children, by Adrienne Katz

Nature with Children of All Ages, by Edith Sisson

Teaching Peace, Audio Cassette: by Red Grammer
Includes songs: *Teaching Peace, Places in the World, I Think You're Wonderful, Hooray For the World, Use a Word, Listen.*
Available from: Smilin' Atcha Music, 81 B Sugarloaf Mountain Road, Chester NY, 10918

FOCUS TWO

WE WORK AND PLAY TOGETHER.

Peace Point: Children learn that cooperation creates a friendly and productive classroom.

■ **Introduction: I-Care-Cat's Visit**

Hi, children. It's so good to see you again. Do you remember my name? Yes, I am I-Care-Cat, and I do care about all of you. Last time we talked about listening. I hope that you have all been listening to the interesting sounds around you - the sounds of your environment. I hope that you've been listening to each other. Friends listen to each other.

Today, let's talk about hands - helping hands. I have paws - and I can do lots of things with my paws. You have hands - and you can do lots of helping things with your helping hands.

Everyone, hold up your hands. Wiggle them, slowly - quickly - slowly. Now, shake them. Slowly - quickly, high, low and stop. Scratch your back. Clap your hands. Now, pretend to pick up something very tiny. What part of your hand did you use? Now pretend to pick up something big. Now, gently put it down. What parts did you use? Aren't our hands wonderful? They can do so many wonderful things.

Listen as I sing **Helping Hands.**

I can help me, I can help you (point)
And that is what my hands can do (clap hands)
I can hold the door open for you (continue pantomiming)
That is what my hands can do.
I can pick up something for you
That is what my hands can do.
You can meet me, I can meet you (shake hands)
That is what my hands can do.
I can help me, I can help you
That is what my hands can do.

Wasn't that fun? Let's sing Helping Hands again, and this time, sing along with me.

Let's look at our beautiful I-Care-Poster. Who remembers our first I-Care-Rule? Yes, we listen to each other. You are all good listeners. Today, let's talk about our second I-Care-Rule. (Point to poster.)

Hands are for helping, not hurting.

Now, can you say it with me? Let's read both of our rules:

We listen to each other.
Hands are for helping, not hurting.

Let's all hold hands and say, "Hands are for helping, not hurting."

Thank you for being such good listeners and good friends. I have to go now. I promised to help my sister Kit in the garden. We are planting seeds. I'm going to use my paws for helping. See what you can use your paws, oops, I mean hands, for. Good-bye. See you soon!

ACTIVITIES

1 Circle Time: Hands Are For Helping

◆ **Introduction:** *Our hands can be used to help or hurt. I-Care-Cat said he was using his paws to work in the garden. Is that helping or hurting? Let's go around the circle and tell how we use our hands for helping.*

Have children tell how they use their hands for helping.

◆ **Discussion:** *How do hands hurt people?* (pushing, hitting, taking things, knocking things down) *How do hands hurt our environment?* (breaking plants, littering, drawing on walls)

◆ **Activity Book:** Pages 10, 11.

◆ **Closing:** *Isn't it wonderful how many helping things our hands can do! Hands are for helping not hurting.*

◆ **Art Time:** Helping Hands

Have children draw how they use their hands for helping. Write important words. Discuss pictures and create a *Helping Hands* bulletin board.

◆ **Story Time:** Read books such as:

The Wonder of Hands, by Edith Baer
How are our hands special?

2 Working Together, That's Cooperation

◆ **Introduction:** *We use our hands to help ourselves. We also use our hands to work and play with other children.*

◆ **Discussion:** *What are some ways we help each other work and play together in our classroom?* (My friend pushes the swing for me, we build blocks together, I help my friend clean up.)

What are some ways we work together at home?
What are some ways we play together in the playground?
Why is it more fun to work and play with someone else?
Working and playing together is called cooperation.

◆ **Singing Time:** Sing and act out Cooperation:

This job's too big for me.
This job's too big for you.
But we can work together.
That's cooperation.
We can work together.
That's cooperation.
We can work together.
That's cooperation,
'Til the job is through.

Repeat song, changing "work together" with pull together, push together, lift together, pick up together, clean up together, build together.

◆ **Activity Book:** Pages 12, 13.

◆ **Closing:** *Working together is called cooperation. Cooperation helps get the job done. Let's say, "Yeah for cooperation!"*

◆ **Story Time:** Read stories such as:

It's Mine!, by Leo Lionni
What was the problem? What happened that made the frogs cooperate?

3 We Can Work Together: Making Butter

materials: heavy whipping cream in a small clear jar, crackers

◆ **Introduction:** *What do you think will happen if we shake this jar of cream? Well, let's see. Maybe if we all cooperate, we can make something special happen. Then we'll have a nice treat.*

Pass the jar from child to child. Have each child shake the jar ten times until the cream turns to butter. Share with crackers.

◆ **Discussion:** *Why was it fun to work together to make the butter? What other things do we do that are more fun when we work together?*

◆ **Closing:** *Our helping hands work together to get the job done. That is called cooperation.*

4 Friendship Mirror/Body Movement

materials: music

◆ **Introduction:** *Can anyone think of some games that you can't play alone? Is it fun to play with someone? We're going to play a game, 'Friendship Mirror,' that you can't play alone. You need a partner. When you look in a mirror what do you see? When you lift your arm, what does the person in the mirror do? I'm going to play some slow music to show you how we play.*

Select a child to follow your movements, then let the child lead as you become the 'mirror.' Now pair children, facing each other, and have them take turns mirroring the other to music.

◆ **Discussion:** *Was it fun working with a friend? Was it difficult doing everything your partner did? Did you like leading, or following best? Why?*

◆ **Activity Book:** Page 14.

◆ **Closing:** *There are some games which we can't play alone. Playing with our friends is fun. Sometimes it's fun to lead and sometimes it's fun to follow.*

Follow up with Hap Palmer's Red Album, Partners.

5 Little Red Hen

materials: book Little Red Hen, large drawings of all the animals in the story stapled to large sticks

◆ **Introduction:** *Let's read a story about Little Red Hen who wanted to make bread, but no one would help her.*

Read Little Red Hen. Act out the story with large stick puppets, letting children create animal sound effects.

◆ **Discussion:** *How did Little Red Hen feel when no one would help her? Have you ever felt that way? How do you think she would have felt if someone had helped? How do you help your mom? Dad? Brothers/sisters? Friends? How do they feel when you help? How does helping make you feel?*

Have children change the story so the animals cooperate and work together.

◆ **Activity Book:** Page 15.

◆ **Closing:** *When we work and play together, it's more fun, and we get more done. Working and playing together is called cooperation.*

6 Nature Walk

◆ **Introduction:** *We're going outside to use our hands to observe our environment. We're going to feel trees, stones, leaves, seeds, and other interesting things. We are not going to touch the insects or other animals, we're only going to watch them. We are visitors in their homes.*

Bring children outside to use their hands to observe their environment. Use descriptive words to extend vocabulary: rough bark, smooth stones, tiny ants, crinkly leaves. Let children feel and describe leaves, tree trunks, dirt, seeds.

◆ **Closing:** *We use our helping hands to learn about the wonderful world around us. We are important to each other and our environment is important to us.*

◆ **Story Time:** Read stories such as:

The Boy Who Didn't Believe in Spring, by L. Clifton
Did you ever see anything new growing where there wasnothing growing before?

One Step Two, by Charlotte Zolotow
What did we see on our walk?

A Tree Is Nice, by Charlotte Zolotow
What would our neighborhood be like if it had no trees? Do you have a favorite tree in your neighborhood?

7 Planting Seeds

materials: seeds, empty milk containers, masking tape, soil, book Carrot Seed

◆ **Introduction:** *Let's read a story about a little boy who wanted to plant a carrot seed.*
Read Carrot Seed, by Ruth Kraus

What did the little boy do to help the carrot seed grow? Do you think we could grow seeds? What do we need?

Have children collect and observe seeds.

◆ **Discussion:** *How are the seeds alike? different? What do you think will happen if we put them in soil? What will they need to live and grow? Let's find out! We'll use our marvelous helping hands to plant seeds.*

Have each child plant a fast growing seed (lima beans, radishes, mung beans, lentils, sunflowers) in a milk carton. Label with name of seed and child's name. Care for them, observe and chart their growth. Make children aware of the miracle of new life and their responsibility toward it.

◆ **Closing:** Have children chant along with you.

We use our helping hands to help ourselves.
We use our helping hands to help each other.
We use our helping hands to care for tiny plants.
We use our helping hands to learn about our environment indoors and outdoors.

8 Cooperation Garden

Let's grow a garden. Let's go outside and look for just the right place to make our little garden.

Have children plan the tools they will need, the plants they want to grow, and who will do the work. Let them do as much of the work as possible.

◆ **Story Time:** Read stories such as:

How a Seed Grows, by Helene Jordan
What do seeds need to grow?

Tom and Sam, by Pat Hutchins
If we had a garden at our school center, would it be hard or easy for one person to work at it? If many people work together, is the work easier?

9 Community Cooperation

materials: magazine pictures showing adults working together

◆ **Introduction:** *Do you know that most people work together to get a job done? Working together is called cooperation.*

Show pictures of adults working together. Point out that men and women can do the same jobs.

◆ **Discussion:** *How are the people helping each other and cooperating? Do fire-fighters work alone or do they work together? Do police officers work alone or do they work together? Do grocery clerks work alone or do they work together?*

Invite community workers to visit and discuss how they work together and cooperate. Take children to visit neighborhood stores, the fire department, the post office, etc. to see grown-ups cooperating at work.

◆ **Closing:** *Cooperation makes it possible for us to get food to eat, to get clothes to wear, to get our mail delivered. We cooperate to get the job done!*

◆ **Story Time:** Read stories such as:

People Who Help People, by J. B. Moncure
Do you know of people in your community who help you? Who are they? How do they help?

My Mommy Makes Money, by Joyce S. Mitchell
Women work as community helpers, too. Do you know of a woman doctor? dentist? bus driver? others?

10 Stone Soup

materials: book Stone Soup, crock-pot

◆ **Introduction:** *I'm going to read you a story about a group of travelers who were very hungry. They stopped at a village and asked for food. All the people said they had no food. The travelers thought of a clever way to get the people to cooperate. Let's read* **Stone Soup** *and find out.*

◆ **Discussion:** *How did the travelers get everyone to cooperate so that they could make delicious soup? How did the village people feel when they shared their soup? How do you feel when you share?*

Do you think we can make delicious soup like they did in **Stone Soup***? What things can you bring from home?* (carrots, potatoes, greens, onions, etc.)

Have children bring ingredients and help peel, chop, stir as you make stone soup with them. Enjoy!

◆ **Closing:** *Didn't our soup taste good! That's because we all cooperated. Now let's work together to clean up.*

I AM LEARNING "I-CARE-LANGUAGE."

Peace Point: Learning to talk to each other with respect forms the basis for constructive communication.

■ Introduction: I-Care-Cat's Visit

Hi, boys and girls! How are you today? I am glad to be with you again. Your teacher tells me that you are learning to be good friends.

You are listening with your ears. Friends listen to each other. Wiggle your ears. You are helping with your hands. Friends help each other. Wiggle your hands. Today, let's talk about using our mouths to talk with respect. Wiggle your mouth. Friends talk to each other with respect. Respect means caring about each other.

Talking to each other with respect means using I-Care-Language. Let's sing a song about I-Care-Language. (to the tune of London Bridge)

I am sorry, excuse me, excuse me, excuse me,
I am sorry, excuse me,
I-Care-Language.
May I help you; yes, thank you; yes, thank you; yes, thank you;
May I help you; yes, thank you,
I-Care-Language.
May I play; yes, play with us; play with us; play with us,
May I play; yes, play with us,
I-Care-Language.

What do you say when your friend gives you something? 'Thank you' is I-Care-Language.

What do you say when you hurt your friend's feelings? 'I'm sorry' is I-Care-Language.

What do you say when you want something your friend is playing with? 'May I play with it now?' is I-Care-Language.

Here are some I-Care-Words that will help you to be a good friend: Let's share. Excuse me. Thank you. Let's play together. Can I help you? May I play with the toy now? Please pass the block.

Using I-Care-Language lets people know that you care about them.

Let's read our I-Care-Rules together:

We listen to each other.
Hands are for helping, not hurting.

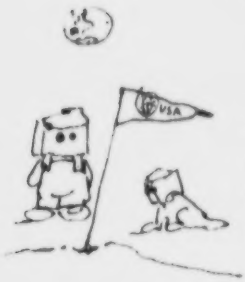
Today let's talk about our third I-Care-Rule:

We use I-Care-Language.

Let's say it together. "We use I-Care-Language." Please practice using I-Care-Language in school and at home. I have to go now. My little sister Kit and I have a problem. I care about her feelings and I need to listen to what she has to say. I'm going to use I-Care-Language. Good-bye for now.

ACTIVITIES

1 Puppet Time



materials: paper bags, puppets, crayons

◆ **Introduction:** *Look what I have with me! I have two of my friends with me* (simple paper bag puppets), *and I need your help to make them talk to each other using I-Care-Language. My puppet is going to say, "Will you help me with my puzzle?" Who will take the other puppet and use I-Care-Language to answer my puppet?*
Pass the puppet to any child with a response. (Yes, thank you; no, thank you; I would like to help you)

Teacher's puppet:
Would you like to use my crayon?
You stepped on my toe.
I want this toy.
I don't have anyone to play with.
I don't know how to do this.
There's nothing left to play with.

Child's puppet (suggested):
Yes, thank you/No, thank you.
I'm sorry.
May I play with it, too?
Let's play together.
May I help you?
Let's share.

◆ **Closing:** *I-Care-Language tells other people that we care about them and their feelings. Friends talk to each other with respect.*

◆ **Art Time:** Making Puppets

In pairs, have children make paper bag puppets and practice I-Care-Language with their puppets.

◆ **Story Time:** Read stories such as:

Sorry, by Susan Riley
What can you say to someone who is sick or hurt to make them feel better? What can you say when you do something you didn't mean to do? What does saying "Sorry" mean?

2 What Can I Say? Role Playing

◆ **Introduction:** *Have you ever had something happen where you didn't know what to say? Sometimes it's hard to say the right thing. We're going to practice using I-Care-Language.*

Have two students at a time role-play the following situations. Ask the class for suggestions that will solve each problem, using I-Care-Language. Accept any response that shows caring, and prompt if necessary.

Situation:	**I-Care-Language:**
A child pushes you.	*Please don't push.*
Someone grabs your truck.	*Please give me my truck. I'll give it to you later.*
Someone is all alone.	*Come and play with us.*
You bump into someone.	*Excuse me.*
You make someone cry.	*I'm sorry.*
Someone shares a toy.	*Thank you.*
You want a toy that someone else is playing with.	*Please, may I have the* toy now?

◆ **Discussion:** *How does I-Care-Language help you to show respect? How does it help you be a good friend?*

◆ **Activity Book:** Pages 16, 17.

◆ **Closing:** *I-Care-Language lets other people know, in a nice way, what we want and how we feel. When we say the right things we show respect.*

3 Please Pass the Potato

material: potatoes

◆ **Introduction:** *We're going to use I-Care-Language to play our potato game.*

Seat children in a circle and have them pass several potatoes around. To receive a potato, a child must say, "Please pass the potato," and "Thank you" when it is received.

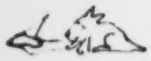
Follow up by singing the I-Care-Language song.

I am sorry, excuse me, excuse me, excuse me,
I am sorry, excuse me,
I-Care-Language.
May I help you; yes, thank you; yes, thank you; yes, thank you
May I help you; yes, thank you,
I-Care-Language.
May I play; yes, play with us; play with us; play with us,
May I play; yes, play with us,
I-Care-Language.

◆ **Closing:** *We show we care when we say "Please" and "Thank you." When people say "Please" and "Thank you" to us, we feel good.*

4 Body Talk: Pantomime

◆ **Introduction:** *Do you know that our bodies can talk without words?* Have children pantomime how their bodies look when they are: happy, sad, proud, angry, excited, afraid, lonely.



◆ **Discussion:** *Why is it important to learn body talk?* (Sometimes people don't say how they really feel.) *What can you do if some one's body talk shows that they are feeling bad?* (Be kind, be helpful, be a good friend).

◆ **Activity Book:** Pages 18, 19.

◆ **Closing:** *Body talk helps us know how others are feeling.*

5 Nature Time

◆ **Introduction:** *How do birds and insects communicate? Let's go outside to find out. We need to use our ears to be quiet listeners. We need to use our wonderful eyes to look carefully.*

Take children outside to observe birds and insects.

◆ **Discussion:** *How do birds communicate? How do insects communicate?*

◆ **Closing:** *All animals have their own special ways of communicating. People can use words to tell how they feel and what they want.*

Optional Activity: Show films about how animals communicate.

6 The Global Connection

materials: world map, tacks, string

◆ **Introduction:** *Do you know that in all the countries of the world, there are boys and girls just like you? They work and play and learn together, just like you. In fact, some of you, your parents or your grandparents, have come from faraway countries. The children of the world belong to one big family.*

Let's look at this beautiful map of the world. Is this map really our world? No, our world is very, very big. This map is just a tiny picture of it. The blue color is a picture of the water in our world. The other colors are for the land in the world. Every country has a name, just like you. It's easy to find a country on the map when we know its name.

Wouldn't it be interesting to find out where our families came from? Would you like to see where your teacher was born? This colored tack on the map shows where I was born. I wrote my name beside the tack.

Create a "We're All A Family" bulletin board. Ask children to bring pictures and information about their backgrounds.

Teach children words in different languages such as: hello, good-bye, friend, peace.

◆ **Singing Time:** Under One Sky

We're all a family under one sky.
We're a family under one sky. } Repeat
Well, we're people,
Well, we're animals,
We're flowers, we're birds in flight.
Well, we're people, we're animals.
We're flowers and birds in flight.

We're all a family under one sky,
We're a family under one sky.
We're all a family under one sky,
We're a family under one sky.

Words and music by Ruth Pelham. Permission granted by Silver Crane Music ASCAP. To order Under One Sky cassette, write: Ruth Pelham, P.O. Box 6024, Albany, NY 12206.

◆ **Activity Book:** Pages 20, 21.

◆ **Closing:** *Isn't it wonderful to be a human being? We are all different and we are all precious. Every one of us is a member of a family. All families are different and all families are precious. And all of our families - yours and mine - belong to one big family, the human family that lives on our beautiful planet Earth.*

Concept 2

We are all human beings. We are similar, yet each of us is unique. We accept and enjoy our commonalities and celebrate our differences.

Each second we live is a new and
unique moment of the universe, a moment
that will never be again...And what do we teach
our children? We teach them that two and two
make four, and that Paris is the capital of France.
When will we also teach them what they are?
We should say to each of them: Do you know
what you are? You are a marvel. You are unique.
In all the years that have passed, there has never
been another child like you. And look at your body
- what a wonder it is! Your legs, your arms, your
clever fingers, the way you move. You may become
a Shakespeare, a Michelangelo, a Beethoven.
You have the capacity for anything. Yes, you are
a marvel. And when you grow up, can you then
harm another who is, like you, a marvel?
You must cherish one another. You must
work - we must all work - to make
the world worthy of its children.

Pablo Casals

INTRODUCTION

When children discover that all people belong to the human family and share a common humanity, their respect for themselves and others grows. It is important to reinforce this commonality among people to help children overcome their fears or anxiety that they are somehow "peculiar."

It is equally important that children begin to understand that each of them is precious and unique. They have different physical traits, abilities, cultural backgrounds, interests, likes and dislikes. These differences enrich our lives.

Children with disabilities want to be treated just like anyone else, with respect and caring. Many children have a natural curiosity and ask questions that some adults might find embarrassing. But scolding children for asking such questions may make them think there is something "bad" about having a disability. Most people with disabilities won't mind answering a child's questions. It's okay to offer help, but don't just go ahead without asking. It's okay to use words like "see," "hear," "walk." The majority of people with disabilities don't let their conditions overshadow everything else. They concentrate on their strengths, explore their potentials, and understand their limitations.

The human family is diverse. Each group member is unique and adds to the richness of our lives.

Setting the Stage

The peace teacher creates a climate that helps children value each other and respect their individual differences.

- Treat all children with respect. Your acceptance of any child with disabilities will be reflected by the children.
- Be aware of children's strengths and weaknesses. Provide activities to support and enhance their abilities. Be sure to include all children in all the activities to the best of their abilities.
- Be supportive of children's efforts. Be descriptive in your praise, not judgmental. Avoid judgmental statements such as, "You're great!" "You did a terrific job."
- Words of praise should focus specifically on the actions or skills that you want to acknowledge. "Mary, I appreciate your helping Sarah pick up the toys." (not, "Mary, what a good girl you are.") "Tim, thank you for telling us about your drawing." (not, "Tim, you are a great artist.")
- Accept children's errors as a vital part of their learning process: "It's okay to make a mistake." "How can we fix it?" "Oops, we've got a problem to solve."
- Emphasize creative problem solving. Blaming does not build skills.

- Appreciate the cultural diversity of the children in your class. Your children's cultural backgrounds are a valuable resource in teaching global awareness and prejudice reduction. Some children are ashamed of their backgrounds; your acceptance will make them feel proud.

- Take the time to learn about the cultural backgrounds of the children to avoid saying and doing things that might embarrass them. Research shows that children, by the age of two and a half, begin to exhibit biases about skin color. Children bring to the schoolhouse steps a whole set of assumptions and perceptions about the world, themselves and other people.

- Watch your language for obvious as well as more subtle stereotyping which may have crept into common usage. Consider the phrases "sit Indian-style," "Indian giver," "boys don't cry," "boys don't play with dolls," etc.

- Avoid gender bias. Research shows that teachers not only call on boys significantly more often than on girls but teachers use higher-level follow-up questions more frequently with boys.

- Give girls equal opportunity to carry out physical tasks, and boys housekeeping tasks.

- Read stories that foster understanding for the diversity of all people.

- Enjoy what you and the children are doing. Your joy will be reflected by everyone in the class.

F O C U S O N E

I BELONG TO THE HUMAN FAMILY, AND EVERY HUMAN BEING IS PRECIOUS.

Peace Point: As members of the human family, children share a common humanity. Human beings are a precious part of the larger family of life on earth. This understanding gives children a sense of security, belonging and caring.

■ **Introduction: I-Care-Cat's Visit**

I'm glad to be back again, because I enjoy visiting with you. You have been working and playing together as friends.

Let's sing a song called **I Am Precious. So Are You** (to the tune of London Bridge.)

I am precious, so are you, so are you, so are you,
I am precious, so are you,
We're all precious.

You are precious because you are a person - a human being. Let's talk about your precious human body.

You have learned how precious your ears are. You have been listening to each other and listening to the sounds in your environment. What else can ears do? Do they listen to mother calling you? a bird singing? a friend telling you a secret?

You have learned how precious your hands are. Your hands help you and help others, too. What else can helping hands do? Hands make pictures, hands plant flowers, hands help a friend with a puzzle. You have learned how precious mouths are. You use your mouth for I-Care-Language. What other special things can mouths do? Mouths can eat an apple. Mouths can smile at a funny joke. Mouths can sing a song.

How are your eyes precious? Can they see a beautiful flower? Can they see a friend? Can they read a picture book?

How is your nose precious? Do noses smell dinner cooking? Can they sniff a flower? Can they smell a lady's perfume? How are your feet precious? Do they dance? run? hop? skip? tip-toe?

Do you know the most amazing part of your body is your brain? Everybody has a brain. Put your hands on the part of your head where your brain is. What can your wonderful human brain do? It can think, remember, pretend, dream, learn, care, love.

Thank you for being such good listeners. Please remember when you work and play:

Use your ears to listen to each other.
Use your hands for helping yourself and others.
Use your mouths for I-Care-Language.
And use your wonderful brains to learn!

See you soon.

ACTIVITIES

1 What Am I?

◆ **Introduction:** *Let's play a game - What Am I? Listen carefully, and with your wonderful human brain try to guess what family I belong to:*

I have feathers and I fly. (birds)

I have gills and I swim. (fish)

I have four legs, fur, and say 'meow'. (cat)

I have green leaves and flowers. (plant)

I have six legs and wings. (insect)

I stand up straight, have blood in my body, have a brain to think. I come in different skin colors, hair colors, eye colors and I talk. (people)

◆ **Singing Time:** Look in the Mirror

As children sing the song, have them act out the movements.

Look in the mirror, guess what I see? (hold your hand like a mirror)
I see a face that belongs to me.
Look in the mirror, guess what I see? (hold your hand like a mirror)
I see (eyes, hair, nose, chin, etc.) that belongs to me. (point to the parts with your finger)
Look in the mirror, guess what I see? I see me! (all jump)

◆ *Closing: All people belong to the human family. The human family is a precious part of the Big Family of all living things on our planet.*

2 Guess Who? Pantomime

◆ **Introduction:** *Human beings are precious. They have a wonderful human brain which can do many, many things. We can use our brains to pretend. Can you use your wonderful human brain to pretend to be an animal? Let's find out.*

Put children in little groups, and have each group choose an animal (elephants, monkeys, lions, rabbits) to act out in front of the class. Have the class try to guess what each group is pretending to be.

After each group's presentation, discuss: *Do elephants (monkeys, lions, rabbits) have ears to hear? Yes! Do elephants have feet to walk? Yes! Do elephants have mouths to talk? No! Elephants make sounds, but they can't talk like we do. We are humans, and humans can use I-Care-Language. You can pretend to be an elephant. But, can an elephant pretend to be you?*

◆ **Closing:** *All living things are precious, but humans have a very special brain. We can pretend to be many, many things. We can care for each other and all living things.*

◆ **Story Time:** Read stories such as:

Martin's Hats, by Joan Blos
When Martin puts on a new hat, what happens? Do you "dress-up" and pretend you're someone else?

Mary's Mirror, by Jim Ayleworth
Why do you think Mary wanted to look like someone else? What made her decide she would be herself?

Dandelion, by Don Freeman
Why didn't Dandelion's friends recognize him? How did Dandelion feel? What did he do? What would you do?

3 The Orange

materials: oranges

◆ **Introduction:** *What am I holding in my hand? Yes, that's right. It's an orange! Let's see how your wonderful human brain is working.* (pass orange around)

◆ **Discussion:** *What color is this orange? How does it feel? smell? look? Now, let's see if your brain can work without your eyes.*

Cover your eyes. What can you remember about the orange? Right. Your brain can remember what your eyes, nose, tongue, ears and fingers tell it.

Have an orange tasting party. Pass the orange segments and have children observe the seeds.

◆ **Discussion:** *What does an orange seed need to grow into a tree.* (water, sun, soil, air) Have children plant the seeds.

◆ **Closing:** *Our wonderful brain helps us remember many things, and it helps us to learn many new things. We learn about our world and we learn to love and care for each other.*

◆ **Story Time:** Read stories such as:

Faces, by Barbara Brenner
How do we learn about our environment? What would it be like if we did not have eyes, ears, hands, a nose, a mouth?

4 Popcorn Party

materials: popcorn, popper

◆ **Introduction:** *How many of you like popcorn? Today, we're having a popcorn party.*

Pass popcorn kernels for children to see, feel and smell. Collect the kernels and put them in the corn popper. As the kernels are being popped, ask the children: *What is changing?* Share and eat the popcorn .

◆ **Discussion:** *How does it feel? How does it smell? How does it look? How does it taste? How does our wonderful human brain help us to learn?*

◆ **Closing:** *Our wonderful brain helps us to learn many new things. It helps us to enjoy our food, our friends, our environment.*

5 Trust Walk

◆ **Introduction:** *We're going to take a 'Trust Walk.' I'm going to give you a partner, and you both must take very good care of each other.*

Group the children in pairs. Have one partner close their eyes, while the other is the guide. Remind children that in a trust walk, the guide has to be very careful to protect the "blind" child. The guide should let the "blind" child feel tree leaves, bark, grass, shingles, etc.

◆ **Discussion:** *How did you feel when you were unable to see? How did you feel when you were the guide? In what other ways can you learn about your environment if you can't see?*

◆ **Closing:** *We can learn a lot about our environment by using our ears and our hands. Some blind people have seeing-eye dogs that help them cross the street safely. They care for each other. We care for each other, too.*

6 Our 'Pretend' Bubble: Movement Activity

materials: bottle of soap bubbles with wand, music

◆ **Introduction:** Seat children (and yourself) with lots of room on the floor. Listen to slow music. Blow some bubbles and ask: *What am I blowing? What shape is the bubble? What's in the bubble?*

We are going to use our wonderful human brain to pretend and to tell our body what to do. Pretend that you are sitting in the middle of a great big bubble. Be careful not to touch anyone else's bubble! Oh, I can see my bubble all around me. (gently feel all around your bubble and have children do the same) *Maria, what color is your bubble?* (children respond: blue, pink, yellow...)

This lovely music makes me want to move my body. While we are seated, let's use our arms to explore the space around us. Let's all reach high like a big tree. (stretch high) *How does that feel? Let's reach out as far as we can.* (stretch to sides) *Good. Now, how small can we make our bodies? How tiny can we make our movements? Oh, I feel as tiny as an ant!*

Let's all stand now and stretch to be tall, like a tree, up on your tiptoes, move all around feeling high up in your bubble. Now, bend down low and feel all around the bottom of your bubble.

Explore all over and see how big you can stretch your bubble without leaving your very own space. Good, I like the way (James) is stretching so wide without bumping into (Carlos') space. Now, how small can you make your bubble? Sway, stretch, reach, grow... (use lots of expressive language to encourage creativity)

Wonderful! Now carefully unzip your bubble and step out. Fold your bubble into a tiny little package, and put it in your pocket. We will take it out another day.

◆ **Closing:** *Wasn't it fun, feeling what our wonderful bodies can do! You were good listeners while you explored your very own space. Your wonderful human brain kept you from bumping into each others' space. During playtime today, see how many different ways your body can move without bumping into anyone else. If you do bump into someone, remember I-Care-Language. What could you say?* (Excuse me; I'm sorry for bumping into you.)

◆ **Story Time:** Read stories such as:

Evan's Corner, by Elizabeth Starr Hill
Evan wanted a special place of his own. Do you ever feel like being all alone? Do you have a special favorite place where you like to go?

◆ **Art Time:** My Special Place

Have children draw themselves in their special place. Write important words. Share. Bind and put in your class book corner for all to enjoy.

7 Hokey Pokey

◆ **Introduction:** *Our wonderful human brain can tell our bodies what to do. Even I-Care-Cat, our puppet friend, can't do anything without human help. You are not a puppet and you are responsible for the way your body moves.*
Sing and dance to The Hokey Pokey.

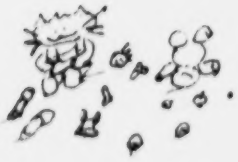
◆ **Closing:** *Our wonderful brain tells our bodies how to move. We are responsible for how we move because we are not puppets.*

8 Our Wonderful Human Body: Finger Play

◆ **Introduction:** *We're going to use our fingers to sing about our wonderful human bodies. Follow along with me.*

I Have Many Parts

I have two hands to clap with,
One nose with which to smell.
I have one head to think with,
Two lungs that work quite well.
I have two eyes that let me see,
I have two legs that walk.
I have two ears that let me hear,
And a mouth with which to talk.



Picture of Me

My two eyes are winkers,
My one head, a thinker,
My two ears are hearers,
My ten fingers feelers,
My one nose a smeller,
My two lips are tellers,
My two feet are walkers,
My one tongue a talker.
Winkers, thinker,
Hearers, feelers,
Smellers, tellers,
Walkers, talker,
Now you see a picture of me.
Hearers, feelers,
Smellers, tellers,
Walkers, talker,
Now you see a picture of me.

◆ **Art Time:** This Is Me

Trace each child's body on butcher paper with arms away from bodies. Have children paint in clothes, eyes, hair, etc. and cut out their pictures. Create a mural around the room of children's life-sized bodies.

◆ **Closing:** *The human body is precious! We take care of our bodies because we need our bodies to live and be happy!*

9 Nature Walk

◆ **Introduction:** *We are all humans, and humans are alive. We share our world with other living things - plants and animals. Let's go outside and use our eyes, ears, noses, hands, and our wonderful human brains to learn more about our environment.*

Take children outside. Look at leaves, flowers, colors, and shapes.

◆ **Discussion:** *What do plants need to live? What family do plants belong to? Are plants living things?*

Look for ants, spiders, bugs, butterflies, worms, lizards, birds.
What do animals need to live? What family do animals belong to? Are animals living things?

Observe where living things make their homes and what they eat. Look for droppings and ask why they are important. (fertilizer) Find chewed leaves and bark, burrows, anthills, nests and other clues to the interdependence of plants, animals, and people. Look for signs of decay and death. Treat death naturally and with respect.

◆ **Discussion:** *Humans are part of nature, too. We belong to the human family. What do humans need to live?* (air, food, water, shelter, love) *We are all a part of our environment. Plants, animals, and people - we all need each other.*

Bring some "treasures" (fallen leaves, bark, moss) back to the classroom and set up a small "nature corner." Talk about how living things need each other, and how all living things are precious to us.

◆ **Art Time:** My Nature Walk

Have children draw some special things they saw on their nature walk. Bind them and put them in the book corner for all to enjoy.

◆ **Closing:** *All living things need each other. People, animals and plants are all living things. We care about all living things on our beautiful planet Earth. We care about each other.*

FOCUS TWO

I AM A HUMAN BEING, AND EVERY HUMAN BEING IS UNIQUE.

Peace Point: Many children feel shy or ashamed about feelings of being different. As children learn to like and accept themselves as individuals, they like and accept others.

ACTIVITIES

1 I Feel Just Right

materials: a variety of flowers or leaves

◆ **Introduction:** *Look at all of the beautiful colors and shapes of these flowers. Each flower is special and so is each of us. People also come in different colors and shapes. Each person is special. Let's see how many different shades of skin color we have in our classroom.*

Have children compare skin color by holding their arms next to each other. Do not use the word "race."

◆ **Discussion:** *Did you find anyone with your exact skin shade?*

Repeat activity for hair, and eyes.

◆ **Singing Time:** I Feel Just Right

I feel just right in the skin I wear,
There's no one like me anywhere.
I feel just right in the skin I wear,
There's no one like me anywhere.
No one sees the things I see.
Behind my eyes is only me.
And no one knows where my feelings begin.
There's only me inside my skin.
No one does what I can do.
I'll be me, and you'll be you.

◆ **Closing:** *Each of us is unique and each of us is our own special color!*

◆ **Story Time:** Read stories such as:

Colors Around Me, by Vivian Church
This book explains why people are different shades and that all shades are beautiful.

2 Thumbs Up For Differences!

materials: stamp pad, hand lens

◆ **Introduction:** *Everyone, look at your fingers. Do you see little lines on your fingertips? Do you think all of you have the same pattern? Let's find out.*

Pass the hand lens for children to observe their finger prints. Take impressions of children's thumb prints for a mural. Examine with a hand lens.

◆ **Discussion:** *Did you know that no two people have the same print? What would the world be like if we were all the same?*

◆ **Singing Time:** You're Precious

There's no one in the world like you (point to child on right)
We like your smile and what you do (smile)
We like to hear the things you say (cup ears)
And miss you when you go away (make tears)
You're precious.

◆ **Closing:** *We are all human beings and each of us is different. We are all precious. Hooray for differences!*

◆ **Story Time:** Read stories such as:

People, by Peter Spier
A picture book that takes the reader around the world and shows how each of us is unique and a special human being. A masterpiece!

3 Nature Time: Leaf Prints

materials: crayons

◆ **Introduction:** *Do you think that all leaves have different prints? Let's find out.*

Take children outside to pick some leaves. Discuss shapes, color, and texture.

Have children make leaf rubbings: put leaf under paper with vein-side (underside) up. Rub side of crayon across the paper to make a leaf print. Compare with thumb prints.

◆ **Closing:** *Leaves belong to the plant family, and each one is a little bit different. Leaves have their own leaf prints. People have their own finger prints.*

4 Friendship Bridge

◆ **Introduction:** *We're going to play 'Friendship Bridge' to let everyone know that we care about each other.*

Have two children make a bridge as in London Bridge and others line up. Let each child skip under the "bridge" and get caught as the whole class sings: (to the tune of "London Bridge")

> **Barbara's precious, yes she is, yes she is, yes she is.**
> **Barbara's precious, yes she is, we're all precious.**

Now Barbara becomes part of the "bridge", relieving one child who goes to the back of line, as the next child goes under. Continue until each child has had a turn.

◆ **Closing:** *Isn't it wonderful that each of us is a precious human being? What can you do today to show someone that he/she is precious?*

5 We Are All Precious

◆ **Introduction:** *I'm going to read you a story about some very special people who have a disability.*

Read Someone Special Just Like You, by Tricia Brown. (If this book is not available, find one with a similar theme. It's very important that your students learn to treat people with disabilities with respect and dignity.)

◆ **Discussion:** *Do you know someone who has a disability? How does this person deal with their disability?* (wheel chair, seeing-eye dog, Braille, hearing aid, special teachers) *How is this person different from us? How is this person like us?* (Emphasize that people with disabilities are like everyone else, except for their specific disability.) *Why is it important to treat people with disabilities with respect?* (Because they have feelings just like us.)

Have children experience different disabilities. Call your local Easter Seal Foundation and ask them to bring a wheelchair and some crutches to your classroom.

◆ **Discussion:** *What are some things you could do or not do when you were in a wheelchair? When you were using crutches?*

Invite people with disabilities to visit the class to talk about how they cope with their disabilities. Encourage the children to ask questions without embarrassment. People with disabilities usually don't mind honest questions, any more than other people.

◆ **Closing:** *We show people with disabilities that they are precious by treating them with respect and caring about their feelings.*

◆ **Story Time:** Read stories such as:

Arthur's Eyes, by Marc Brown
How was Arthur different from the other children? How did he feel about being different? How did his friends feel about his eyeglasses? How did Arthur learn that he was like other children? What is different about you that makes you special? Is it okay to be different?

I Have a Sister. My Sister Is Deaf, by Jeanne Whitehouse Peterson
Warm, intimate pictures and a poetic text evoke an appealing and perceptive portrait of a young deaf child.

My Sister's Special, by Jo Prall
Although Angie cannot walk, talk or use her arms and hands because she is brain-damaged, she goes to school in a wheelchair and enjoys life in a loving family.

He's My Brother, by Joe Lasker
A young boy describes the school and home experiences of his younger brother who has a learning disability.

Why Am I Different, by Nora Simon
Is it okay to be different?

FOCUS THREE

I AM GROWING AND CHANGING.

Peace Point: Children become aware of their growing capabilities as they compare their many new skills with the helplessness of their "baby" days. Feelings of self worth and responsibility grow.

ACTIVITIES

1 When I Was Little

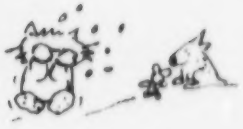
materials: pictures of babies

◆ **Introduction:** Show magazine pictures of babies, or have the children bring in their baby pictures.

◆ **Discussion:** *Look at these little babies. Do any of you have a little baby at home? How many of you were this little once? What can you do now that you couldn't do when you were very young?*

Chant together with appropriate gestures:

When I was just a baby all I did was cry,
When I was one I could wave bye-bye,
When I was two I could take off my shoe,
When I was three I could put it on, too.
When I was four I learned how to swing,
Now I am five I can do anything!
I say "please" and "thank you" and I can sing.



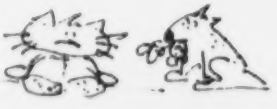
◆ **Art Time:** Collage

Cut out pictures of babies being fed, clothed, etc., and pictures of older children doing the same things "all by themselves." Make a collage for the bulletin board and add to it often, as children learn new skills.

◆ **Activity Book:** Pages 22, 23.

◆ **Closing:** *You are all becoming so capable. Every day, you are growing and learning new things, and people around you are growing and learning every day, too. Humans grow and change.*

◆ **Story Time:** Read stories such as:



Baby Brother, by Joan Anglund
What could Emily's baby brother do when he first came to Emily's house? What could he do as he grew older? Why do you think Emily loved him?

2 Charting Our Growth

◆ **Introduction:** *Every day we grow and become more capable. Let's keep a record to see how fast we grow. Some people grow faster than others. That's okay. We are all different.*

Begin a wall chart to keep a record of each child's growth and weight.

◆ **Discussion:** *What do we need to help us grow?*
What happens if we don't eat healthy food? go to bed late? forget to shower?
Why do we need rules to play safely?
Why do we wash our hands before lunch? after we go to the toilet?
When we were babies, who made sure that we followed these important rules?
How many things can you do by yourself that someone else used to do for you?
How do you feel when you do things for yourself?
Are there some things you still need help with?
Do grown-ups still need help with some things, too?

◆ **Closing:** *As we grow older, we become more and more responsible for taking care of ourselves. There are times when we need help, and there are times when we give help. We love and care for each other.*

◆ **Story Time:** Read stories such as:

My Brother Will, by Joan Robbins
How did Charlie feel about his little brother? How did his feelings change? Do you ever feel this way?

Peter's Chair, by Ezra Jack Keats
Why didn't Peter want his little sister to have his chair? Did he still fit in it? Do you wish sometimes that you were still a little baby? What can you do that a baby can't do?

The Little Engine That Could, by Watty Piper
Did you ever feel like the little engine trying to do something really hard to do? What kept you from giving up? Are there some things you shouldn't try to do? Why? (dangerous)

3 Nature Time

◆ **Introduction:** *People grow and change, and animals and plants grow and change. Let's go outside to observe.*

Take children outside. Look for growth of new plants, and trees. Look for changes in the environment. Notice changes in the leaves, flowers, seeds, and bird population.

◆ **Discussion:** *What changes do you see? How do you know that there has been change?*

◆ **Singing Time:** Nothing Ever Stays the Same (to the tune of "London Bridge")

Nothing ever stays the same, stays the same, stays the same.
Nothing ever stays the same, things keep changing.
Flower petals fade and fall, fade and fall, fade and fall.
Flower petals fade and fall, things keep changing.
Tiny seeds grow roots and leaves, roots and leaves, roots and leaves.
Tiny seeds grow roots and leaves, things keep changing.
Nice new clothes are soon too small, soon too small, soon too small,
Nice new clothes are soon too small, things keep changing.
We are learning more each day, more each day, more each day,
We are learning more each day, things keep changing.

◆ **Closing:** *All living things grow and all living things change. We are growing and changing, too! Isn't it wonderful to be alive and a part of the big family of life on earth!*

◆ **Story Time:** Read stories such as:

Fish is Fish, by Leo Lionni
Did you know that tadpoles and polliwogs turn into frogs or toads when they get old enough? Fish don't change - they just grow bigger. Do you know what else changes? Caterpillars turn into butterflies or moths.

The Little House, by Virginia Burton
Are all changes good? Can you think of any changes on your street or at your house?

4 Caterpillar: Body Movement

materials: pictures of butterfly stages

◆ **Introduction:** *Do you remember the song, "Nothing Ever Stays the Same"? Let's use our wonderful brain and pretend that we are a caterpillar, a cocoon, and a butterfly. Do you know that a butterfly begins as a caterpillar?*

Have children practice crawling, curling up into a little ball, and fluttering like a butterfly before doing the activity.

Caterpillar crawling 'round,
Where green juicy leaves are found.

A caterpillar curls itself into a little ball.
Soon a silk cocoon it'll spin,
Winding thread 'til it's within.

A butterfly flutters.
When the Spring comes by and by,
Flutter out a butterfly.

◆ **Art Time:** Changes

Have children draw pictures of a caterpillar, a cocoon, and a butterfly. Put them on the bulletin board.

◆ **Closing:** *Animals grow and change. We grow and change. We learn and become more capable every day.*

◆ **Story Time:** Read stories such as:

The Caterpillar and the Polliwog, by Jack Kent
Can you think of other animals that change before they grow up? Have you seen pictures of your mommy or daddy when they were little? How did they change?

Sometimes Things Change, by Patricia Eastmen
What are some of the things that change?

FOCUS FOUR

I AM AN IMPORTANT MEMBER OF MY FAMILY. EVERY FAMILY IS DIFFERENT, AND EVERY FAMILY IS IMPORTANT.

Peace Point: Knowing they belong to a family gives children a sense of worth and security. Children learn to value their own families and the families of others.

ACTIVITIES

1 My Family

◆ **Introduction:** *We all have a family. Some people have a big family, some a small family, and all families are precious.*

◆ **Discussion:** *Who do you live with? Why are families important? What is special about (mother, father, grandma, brother...) How are you important in your family? How do families show that they love each other?*

◆ **Art Time:** My Family and Me

Have children draw pictures showing themselves with their families doing something they really enjoy. Write children's important words on their picture. Have children share their pictures and tell a little about their family. Display on the bulletin board.

◆ **Closing:** *Families are precious. Not all families are alike, but every person in a family is loved and important.*

◆ **Story Time:** Read stories such as:

The Bang Bang Family, by Gahan Wilson
Does anyone have a "bang bang" family? A quiet family? A Bar-B-Q family? What's special about your family that makes you feel good?

What Mary Jo Shared, by Janice May Udry
How did Mary Jo feel when she brought her father to the class? Is there someone in your family you would like your class to meet?

Grandma Is Somebody Special, by Susan Goldman
Why was Grandma so special? What is special about your grandma?

Loving, by Ann Morris.
Photographs of people from all over the world caring for one another.

2 I Am Important at Home

◆ **Introduction:** *Each of you is an important member in your family. Your family counts on you in many ways. Being a member of a family means cooperating, sharing helping out and caring about each other.*

Role play to the tune of "This is the way we..." (pick up our toys, set the table, etc.)

Have children draw a picture showing how they help at home. Share.

◆ **Closing:** *When you go home today, do something special for someone in your family to show them how responsible you are becoming. Every family member is valuable.*

3 All Kinds of Families

materials: magazine pictures

◆ **Introduction:** *Isn't it wonderful how many different kinds of families we have? Let's look at some pictures showing some families.*

Show pictures of many different families. Include different cultures, rich/poor, rural/urban, big/small, single-parent/extended family, inter-racial, etc.

◆ **Discussion:** *How are these families different? How are they alike? What do all families need? Why are the people in each family important to each other? How is your family important to you?*

◆ **Art Time:** Cooperative Human Family Collage

Have children cut out pictures from magazines and make a collage showing the diversity of the human family. Stress similarities and differences.

◆ **Closing:** *There are many different kinds of families. All families are precious.*

◆ **Story Time:** Read stories such as:

I'm Busy, Too, by Nora Simon
Do you know what your mommy does when you are in school? Is she at home? Does she work? What about your daddy/brothers/sisters?

All Kinds of Families, by Nora Simon
We all live in families. Are all families the same? What are some ways that families are different? What is the most important thing about being a member of a family? (love).

My Mommy's Special, by Jennifer English.
What was special about her mother? What things could her mother do? Do you know anyone who is in a wheel-chair? How do you treat them?

4 The Global Connection

materials: One Big Family map, large soft ball

◆ **Introduction:** *Everyone is a member of a family. All families are different and all families are precious. Everywhere in the world there are families. All of our families belong to one big family - the human family.*

Some families may eat different foods, but all families eat. Some may talk different languages, but all people talk to each other. Some families may wear different clothes, but all people need clothes.

Children in all families like to play games. It's fun to play games from faraway countries. Let's play a game called "Takraw" from a country called Thailand. Let's look at our **One Big Family** *map and find Thailand.*

Takraw - Directions
Children form a circle. One player tosses a beach ball or a balloon to any other player in the circle. The players must keep the ball in the air, hitting it to any other player using their head, elbows, knees or feet, but not their hands. The hands can only be used to start another round.

A favorite game that children play in a country called Cameroon is "Clap Ball." Let's find Cameroon on our **One Big Family** *map. It's in Africa.*

Clap Ball - Directions
Form two teams, one on each side of a line. The teams throw a beach ball or a balloon back and forth to each other. All the players clap once as the ball is thrown. When the ball is caught they stamp their feet.

The Egyptian children play a game called "Taia Ya Taia." Let's find Egypt on our **One Big Family** *map.*

Taia Ya Taia - Directions
One player is chosen as a leader. The others follow the leader. The leader walks for a while, then suddenly turns around and shouts, "Taia ya taia!" The leader starts hopping away on one foot and the other players start hopping after him/her. The first person to tag the leader becomes the new leader.

◆ **Art Time:** I Like to Play

Draw a picture of yourself playing one of the games.

◆ **Singing Time:** Under One Sky

We're all a family under one sky.
We're a family under one sky. } Repeat
Well, we're people,
Well, we're animals,
We're flowers, we're birds in flight.
Well, we're people, we're animals.
We're flowers and birds in flight.

We're all a family under one sky,
We're a family under one sky.
We're all a family under one sky,
We're a family under one sky.

◆ **Closing:** *We have played some games that children all around the world play. It is fun to play with friends. It is fun to learn new games together. Someday you might visit some of those countries and make new friends. You can then share some of the games you know with them.*

Invite parents to come to your class and teach games that they played when they were young.

◆ **Story Time:** Read stories such as:

At The Crossroads, by Rachel Isadora Turner
Children wait at the crossroads for their fathers to come home from the mines in South Africa. The reunions are joyous. How do you feel when mom and dad come home from work? How do you show that you are glad to see them?

Concept 3

Feelings are a common bond that all of us share. Feelings link us together as a human family.

The best and most beautiful things in the world cannot be seen or even touched. They must be felt with the heart.

Helen Keller

INTRODUCTION

Human beings are born with a rich array of emotions. Feelings of joy, sorrow, anger, pride, fear, excitement, envy, frustration, reverence, shame, peace and anxiety are universal. These feelings, among others, shape our behavior.

From their families, little children quickly learn acceptable ways to express feelings. Some families enjoy robust emotional expression; other families encourage more taciturn expression. Some families are embarrassed by any display of emotion.

When children feel negative emotions, they are often told, "Don't be silly", "Big boys don't act this way", "Be a good girl", or "You are acting like a baby!" Children are given little opportunity to deal with their negative feelings. They begin to feel guilty, confused, frustrated, ashamed. Some children become shy and withdrawn. Others become aggressive and hostile. Many children feel that they alone have these deep "bad" feelings and they worry that they are somehow different from other children.

Ghosts and monsters are real to a frightened child. Fear of being kidnapped, murdered, separated from loved ones, or rejected are real to many children.

The peace teacher nurtures the sensitivity and natural wonder of children. They are encouraged to accept and express their feelings and to empathize with the feelings of others. A birthday party, a new baby coming home, a pet dying, a proud new skill, a scary dream, a spider web - shared experiences like these within the secure classroom environment let children know that all their emotions, good and bad, are important. The knowledge that their feelings are shared by human beings around the world builds a feeling of human respect and dignity so vital to healthy self-worth.

Setting the Stage

- Provide time every day for children to listen to each other's feelings. Accept what they say without judgment, "Oh, you must have felt really afraid, Robert!" "You are worried about your mother leaving, Donna." "You sure were angry, Beth."
- Let children know that they are not alone with their feelings: "The new baby makes you feel jealous, Brian. How many of you have felt this way?" "I understand what you mean, Ramon. I get frustrated sometimes, too."
- Be aware of children's body language. Some children are unable to articulate their feelings. The peace teacher looks for worried expressions, anxiety, withdrawal, sudden aggressive behavior, and depression as signs that something is wrong. Children at this time need your calm acceptance and assurance.

- Allow angry children to go to a "time out" corner to calm down. Clay to pound, a pillow to yell in, a stuffed animal to hold, a punching bag, or a rubber teething ring to bite will diffuse the energy. Welcome the child back into the group whenever he/she feels ready.

- Read stories that reflect real life problems (new baby, divorce, moving) and use them as a spring board: How did the person in the story feel? Have you ever felt that way? Have you ever felt like nobody cared about you? What could you do or say?

FOCUS ONE

I HAVE MANY DIFFERENT FEELINGS. I CARE ABOUT MY FEELINGS AND THE FEELINGS OF OTHERS.

Peace Point: Talking about feelings helps children to accept and express emotions and to deal constructively with them. They learn to respect the feelings of others.

■ **Introduction: I-Care-Cat's Visit**

Hello, children. I feel so good today. I'm happy to be here with all of you today. There are so many things that make me feel happy. On my way here, I saw a little cat family with the little kittens playing in the grass. I watched quietly and enjoyed seeing them have fun. The trees and flowers make me feel happy. Watching children sharing their toys makes me feel happy. Being here with you makes me happy.
Let's sing a song about being happy:

If you're happy and you know it, clap your hands,
If you're happy and you know it, clap your hands,
If you're happy and you know it,
Then your face will surely show it,
If you're happy and you know it, clap your hands.

I know lots of other things to do when I'm happy, and I bet you do, too. Let's sing again, but instead of singing "clap your hands" let's sing "hug a friend." (repeat song)

I was feeling sad this morning. My friend moved away. Have you ever had a friend move away? I'm going to visit her in her new house. I'm excited about seeing my friend again.

Isn't it amazing how many different feelings human beings have! Sometimes they feel sad. Sometimes they feel happy. Sometimes they feel angry, afraid, excited, worried. People need to show these feelings. People have many different feelings because they are human, and humans care about each other's feelings.
Let's say our I-Care-Rules together:

We listen to each other.
Hands are for helping, not hurting.
We use I-Care-Language.

Today let's talk about our next rule:

We care about each other's feelings.

Let's say it together. "We care about each other's feelings." We do and say many things to show we care about each other's feelings.

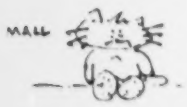
Thank you for this happy visit. I'm going to visit my friend who moved away. I'm so excited about seeing her again. See you soon. Bye bye. Today, try to care about each others' feelings.

ACTIVITIES

1 How Do You Feel?

materials: magazine pictures showing feelings, posted around the room

◆ **Introduction:** *Let's play "How Do You Feel?" Look around the room at the "Feelings Corners." Different situations make us have different feelings. What do you see in this corner? Yes, a happy face! Everybody show a happy face. What do you see in this corner? Yes, sad. Everybody show a sad face. Repeat* (angry, afraid) *Listen carefully to what I say. Think about how it makes you feel, then go to that "Feelings Corner": happy, sad, angry, or afraid.* (four corners of the room)



It's your birthday...
Someone calls you a name...
You are going to the zoo...
Someone takes your toy...
The other children won't let you play...
Someone hits you...
You share something with a friend...
You listen to your favorite story...
Your mother yells at you...
You are lost in the mall...
Your mother hugs you...
Walking in the woods with your family...

◆ **Discussion:** *Isn't it amazing how many different feelings people have? Does every human being have feelings? Is it okay to have good feelings? Is it okay to have bad feelings?*

◆ **Singing Time:** I Have Feelings

Have children use their faces to show their different feelings.

I have feelings and you do, too.
I'd like to share a few with you.
Sometimes I'm happy and sometimes I'm sad.
Sometimes I'm scared and sometimes I'm mad.
The most important feeling you see
Is that I'm proud of being me.

◆ **Closing:** *We are all humans and humans have many different feelings. Sometimes we have good feelings, sometimes we have bad feelings. It's okay to show them to others.*

◆ **Story Time:** Read stories such as:

Everybody Has Feelings, by Charles Avery
Black and white photos of children expressing happiness, sadness, loneliness, etc. Text is in English and Spanish.

2 I've Got Something in My Pocket: Finger Play

◆ **Introduction:** *I have something in my pocket that belongs across my face. Can you guess what it is? Listen as I say this little poem, then you'll know what belongs on my face.*

Have children repeat poem with you, acting out the actions:

I've got something in my pocket
That belongs across my face.
I keep it very close at hand in a most convenient place.
I'm sure you wouldn't guess it if you guessed a long, long while,
So I'll take it out and put it on
It's a great big friendly smile.

◆ **Closing:** *People have many different feelings. We are never all sad or all happy, or all angry. A big, happy, friendly smile makes other people feel happy, too.*

3 We Care About Each Other's Feelings

◆ **Introduction:** *I-Care-Cat reminds us to care about each other's feelings. When people are nice to us we feel happy. When people call us names and say mean things to us our feelings get hurt, and we feel sad or angry. Have children repeat this poem with you.*

I care about you
Do you care about me?
I have many feelings
You can't always see.
Let's be kind
And think before we say
Mean things that hurt.
Let's find a new way.

◆ **Discussion:** *What are some ways that we can show people that we care about their feelings?* (don't call them names, listen to them when they are talking, say "please" and "thank you," don't hit or push them, etc.)

In a circle have children tell one way that they show they care about other people's feelings.

◆ **Art Time:** I Care

Draw a picture showing how you care about someone's feelings.

◆ **Activity Book:** Page 24.

◆ **Closing:** *Everyone has feelings. We care about other people's feelings.*

4 Faces Show Feelings

materials: pictures showing a range of children's feelings

◆ **Introduction:** *Do you know that our faces show our feelings? Everybody, make a happy face! sad face! angry face! frightened face! worried face! Good! Your faces show many different feelings.*

◆ **Discussion:** Show pictures of many children's faces expressing feelings. For the "excited" picture: *How do you think this child feels? How can you tell? Have you ever felt this way. Do you think that children all over the world feel this way? Yes, all human beings have feelings just like you!*

For the "frightened" picture: *How does this child feel ? Did you feel this way the very first day of school? Doing something new sometimes makes us feel frightened. What other things make us feel this way? Is it okay to feel frightened?*

Repeat with all pictures. Encourage vocabulary development: excited, sad, afraid, proud, jealous, happy, worried, angry, ashamed, confused.

◆ **Art Time:** My Feelings Mask

materials: paper plates, Popsicle sticks, glue, crayons

Make a paper plate mask with crayons showing a feeling that you'd like to share. Glue it to a Popsicle stick. Have children make up stories and role play using their masks.

◆ **Activity Book:** Page 25.

◆ **Closing:** *There are times when we are happy, and that makes us feel good. When we are sad, or when we are frightened, that makes us feel unhappy or bad. All people have many, many feelings.*

◆ **Story Time:** Read stories such as:

How Do You Feel?, by T. Hook
How can you tell when your friend is happy? your mother? a baby? What can you do to make someone feel happy when that person is sad?

5 Sharing Time: I Feel

materials: sock puppet

◆ **Introduction:** *Today, I have somebody who is so excited to meet all of you that he is almost jumping out of my desk. Come on out and meet the children.*

Introduce "Sock" the sock puppet. Have Sock say, "*I feel really excited because I came to your classroom today.*"

Pass Sock from child to child. Have each child tell how he/she feels today: I feel (sad, angry, proud, afraid, excited, worried) because…

◆ **Art Time:** Paper Bag Puppet

Have each child make a simple paper bag puppet showing a feeling. Encourage each child to name the puppet (Grumpy George, Happy Henry, Excited Emily…). Have children make up stories and role play using their puppets.

◆ **Closing:** *It's OK to have feelings, good and bad. We can talk about our feelings to other people.*

◆ **Story Time:** Read stories such as:

Alexander and the Horrible, No Good, Very Bad Day, by Judith Viorst
Do you have bad days sometimes? Who would like to tell us about their bad day?

6 Finger Play: Thumbs Up, I Show How I Feel

◆ **Introduction:** *We're going to use our faces and bodies to show how we feel. Show me a smile, a frown.*

Act out all lines, pointing at self with thumb on last line.

Thumbs up, thumbs down
I can smile, or I can frown.
Thumbs up, thumbs down
I show how I feel.
Head up, head down
I can smile, or I can frown.
Head up, head down
I show how I feel.

{Additional Stanzas}
Shoulders up, shoulders down
Eyes up, eyes down
Chin up, chin down
Thumbs up, thumbs down

◆ **Closing:** *Our body can talk without words. We can tell how people feel by looking at their faces and bodies. When my friend looks sad, I try to be especially nice.*

7 Nature Time

◆ **Introduction:** *Going outdoors makes us feel glad to be a part of all living things. Our world is the right place for living things.*

Have children explore together, touching leaves, observing insects, flowers, earth, sky. Help children develop a feeling of reverence for nature.

◆ **Discussion:** *How does the sun make you feel? How do you feel when the wind blows your hair? How do you feel when you see a flower? touch the soil? plant a seed? discover a tiny living thing? watch a bird? see the clouds?*

◆ **Art Time:** My Special Place

Let your children draw pictures of themselves in a very special outdoor place. Write the important words on the chalk board. Share.

◆ **Closing:** *Our world is special. Being outdoors makes us feel like a part of nature. Being part of nature is very precious.*

◆ **Story Time:** Read stories such as:

Time of Wonder, by Robert McCloskey
How do you think the children felt about being outdoors? How is the environment in the story like yours? How is it different?

F O C U S T W O

SOMETIMES I FEEL AFRAID. IT IS OKAY TO FEEL AFRAID. BOTH REAL AND 'PRETEND' FEARS CAN BE FRIGHTENING.

Peace Point: Children learn to take healthy risks - to make mistakes, speak up, reach out, make new friends, learn new skills. They learn to distinguish healthy fears that keep them safe from imaginary or unfounded fears. Knowing that fears are sometimes only imaginary helps to build a feeling of security.

A C T I V I T I E S

1 SHARING CIRCLE: FEARS

materials: sock puppet

◆ **Introduction:** *Remember when I-Care-Cat told you he was going to visit his friend who moved away? I bet he had a wonderful visit. Have you ever moved to a new house? Moving is exciting, but moving can be frightening, too. Today, let's talk about feeling afraid. Guess who's in my desk and wants to come out and talk about being afraid!*

Bring Sock the puppet out and have him say, *"I feel afraid when I hear scary noises at night."* Pass Sock from child to child and have them complete, "I'm afraid when..."

◆ **Closing:** *Everybody feels afraid sometimes. It's okay to feel afraid and talk about it.*

◆ **Story Time:** Read stories such as:

My Mamma Says There Aren't Any Zombies, Ghosts, Vampires, Creatures, Demons, Monsters, Fiends, Goblins or Things, by Judith Viorst
Are zombies, ghosts, vampires, etc. real or 'pretend' fears? Why do 'pretend' fears sometimes seem real?

Sometimes I'm Afraid, by Sylvia Tester
When is it good to be afraid? Do you have a special person you can talk to when you are afraid?

2 Lions and Tigers and Bears: Body Movement

◆ **Introduction:** *Is there anyone in the whole world who doesn't feel afraid? Is it okay to feel afraid? Yes, even grown-ups feel afraid sometimes. How does your body feel when you are afraid?* (tight, tied up in knots, frozen) *Sometimes we can shake the scary feelings out of our bodies by singing and dancing. Let's try.*
Put children in a long conga line, each one holding on to the child in front, "snake" or skip around the room chanting, "Lions and Tigers and Bears" from The Wizard of Oz.

◆ **Closing:** *Isn't it nice to have someone to sing and dance with when we are afraid? Sharing feelings can help us to feel okay.*

3 When I'm Afraid

◆ **Introduction:** *Let's talk about ways we can make scary feelings go away. What can you do when you feel afraid?* (tell someone you trust, sing a brave song, tell your teddy bear)

◆ **Singing Time:** *Let's sing a song* (to the tune of When You're Happy and You Know It):

When you're afraid and you know it, tell a friend.
When you're afraid and you know it, tell a friend.
When you're afraid and you know it,
Then your face will surely show it,
When you're afraid and you know it, tell a friend.

Have children suggest different endings. (hug my teddy bear, hug someone I care about, sing "Lions and Tigers and Bears")

◆ **Closing:** *It's okay to have scary feelings. When we are afraid, there are things we can do to make these feelings go away.*

◆ **Story Time:** Read stories such as:

Jim Meets the Thing, by Miriam Cohen
Why did Jim think he wasn't brave? What does it mean to be brave? If all your friends were doing something that you know is wrong, and they wanted you to do it, too, what could you do? say? Have you ever been called "chicken"? "fraidy cat"? "crybaby"? Does that mean you are not brave?

4 Becoming Brave: Role Play

◆ **Introduction:** *Let's put on our thinking caps and think of some good things we can do to be brave when we are afraid.*

Have children practice and suggest things they can do when they feel afraid. List on chart paper and read list to children periodically to remind them of their good ideas.

Afraid of the dark. (night light, bring a favorite toy to bed)

Getting lost in the mall. (know name, address and telephone number)

Afraid to ride a bike. (practice)

Someone taking some of your food at lunch. (learn to say "stop," tell an adult)

◆ **Closing:** *There are many good things we can do to become brave.*

5 Real Fears and 'Pretend' Fears

◆ **Introduction:** *Sometimes we are afraid of things that can really happen. It's okay to be afraid of real things. Sometimes we are afraid of 'pretend' things. It's okay to be afraid of 'pretend' things.*

◆ **Discussion:** *What fears are 'pretend' fears?* (ghosts, monsters) *What can we do to become brave when we have 'pretend' fears?* (talk to someone we care about, don't watch scary movies, know that we make them up, sing "Lions and Tigers and Bears")

Are there some fears that are good to have? (fear of strangers, fear of fire, fear of getting hurt, fear of eating things that will make us sick) *Why are these "good fears?"* (they keep us safe from harm) *How can we help each other to remember these important safety fears?* (remind someone who is doing something unsafe)

◆ **Art Time:** Real and Pretend Fears

Have children divide their papers in half. On one side, draw 'real' fears, and on the other side, 'pretend' fears. Write important words. Add to 'feelings' bulletin board.

◆ **Closing:** *Some fears are 'pretend' fears. We make them up ourselves. Some fears are good to have because they keep us safe.*

SOMETIMES I FEEL SAD.

Peace Point: Everyone feels sad sometimes. It's okay to feel sad and it's okay to cry. We all do.

ACTIVITIES

1 SHARING CIRCLE: SADNESS

materials: sock puppet

◆ **Introduction:** *Today we're going to talk about sad feelings. Everyone feels sad sometimes. Someone is sitting in my desk drawer, and he's feeling so sad that he doesn't want to come out. What can we say to him that will make him feel like coming out?*

Encourage children to say, "Come out, Sock, we're all friends here." Have Sock come out of desk and say: *"I feel so sad today because my dog ran away. But I'm feeling a little better now just talking to friends about it."* Pass Sock from child to child and have them complete, "I feel sad when ...."

◆ **Singing Time:** When You're Sad and You Know It

When you feel sad, what can you do that helps you feel better? Let's sing:

When you're sad and you know it, tell a friend.
When you're sad and you know it, tell a friend.
When you're sad and you know it,
Then your face will surely show it,
When you're sad and you know it, tell a friend.

Have children change the ending. (hug a pet, tell your mom, paint a picture)

◆ **Discussion:** *What can other people do to make you feel better when you're sad? What can you do to help your friends feel better when they're sad?*

◆ **Closing:** *Everyone has sad feelings sometimes. It's okay to feel sad and it's okay to cry. We all do, even grown-ups.*

◆ **Story Time:** Read stories such as:

Jim's Dog Muffin, by Miriam Cohen
Why was Jim sad? How did his classmates and teacher try to make him feel better? Why do you think Jim felt better at the end? Have you ever felt like Jim?

2 We Can Help: Role Play

◆ **Introduction:** *Remember our song about "Nothing Ever Stays the Same"? Things do change and so do our feelings. Sometimes we can help make feelings change.*

Read the following scenarios to the children and have them role play appropriate responses that show caring.

◗ *Daniel wants to build blocks with George. George says, "Go away, I don't play with babies." Daniel feels sad.*

◗ *Mei Lei 's dog was killed by a car. As she tells the class, Mei Lei begins to cry.*

◗ *Leroy grabs the ball out of Elmira's hands and says, "Girls don't know how to play ball." Elmira feels sad.*

Put children in pairs, one sad and one helping, and have them role play other situations.

◆ **Art Time:** I Can Feel Better

Everybody feels sad sometimes. Today we're going to draw a picture that has two parts. In the first half of your picture, draw yourself feeling sad. In the second half of your picture, draw yourself doing something that makes you feel better.
Write important words. Share and add to 'feelings' bulletin board.

◆ **Closing:** *We can help make our friends feel better when they feel sad. Friends care about each other.*

3 Grown-ups Feel Sad, Too

◆ **Introduction:** *Sometimes grown-ups feel sad, too. What can children do to help when grown-ups feel sad?* (show you care and love them, be on your best behavior)

Read stories such as:

Grandmama's Joy, by Eloise Greenfield
Why is Rhondy's grandma sad? How does Rhondy try to make her feel better?

My Mother Lost Her Job Today, by Judy Delton
How does Barbara Anne's mother feel when she loses her job? Was it Barbara's fault that her mother lost her job? What did Barbara Anne do to help her mother feel better? Can a boy or girl help get another job for an adult or rent a new house?

◆ **Closing:** *Even grown-ups feel sad sometimes. It's not the children's fault when grown-ups feel sad. We can help grown-ups feel better by being especially nice to them, and giving them an extra hug and kiss and saying, "I love you."*

FOCUS FOUR

I FEEL PROUD BECAUSE I AM BECOMING CAPABLE AND RESPONSIBLE.

Peace Point: When children feel proud, they feel good about themselves. They become secure in their own self worth and acknowledge the self worth of others.

ACTIVITIES

1 RESPONSIBILITY

materials: potted plant in bag

◆ **Introduction:** *I have brought something special for our classroom. Can you guess what is in this bag?*

Let's look inside and find out. Oh, what a beautiful plant! I take very good care of it. I water it and put it in the sun. Even when I am busy, I always remember to do my job. When I do a good job, I feel proud!

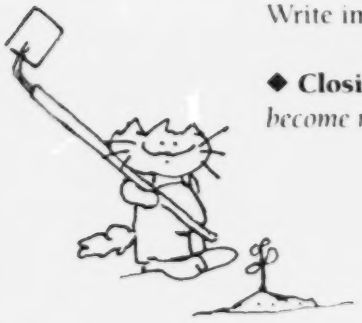
House plants are like pets. They need to be looked after. When we take care of other living things we are becoming responsible. Being responsible means taking care of something we can do. Being responsible makes us feel proud.

Do any of you have a job at home that you are responsible for? We are all going to get a chance to tell one job that we are responsible for. After each one tells, we will say together, "That's Responsibility!"

Discussion: Why is it important to be responsible? How do you feel when you do a good job? (Proud)

◆ **Art Time:** I Am Responsible

Have children draw pictures showing themselves doing a responsible job at home. Write important words. Add to 'feelings' bulletin board.



◆ **Closing:** *When we do a good job, we feel proud and capable. As we grow, we become more responsible.*

2 Sharing Circle: Pride

materials: sock puppet

◆ **Introduction:** *We feel proud when we are responsible for important things. We feel proud when we learn something new. Guess who's here in my desk drawer and just about bursting to come out. That's right, Sock the puppet. Come on out, Sock, and say hello to the children: "Hello, children. I feel so proud today because I learned something new. I learned to tie my shoelaces!"*

Pass Sock from child to child and have each complete, "I feel proud when..."

◆ **Discussion:** *Do you think children all over the world feel proud? Do you think grownups feel proud, too? Yes, we all have feelings and all people feel proud sometimes.*

◆ **Singing Time:** When You're Proud and You Know It

When you're proud and you know it, tell a friend.
When you're proud and you know it, tell a friend.
When you're proud and you know it,
Then your face will surely show it,
When you're proud and you know it, tell a friend.

How else can we end our song? (sing a song, make a picture, dance a jig)

◆ **Closing:** *We feel proud when we are responsible. We feel proud when we learn new things. It's called "growing."*

◆ **Story Time:** Read stories such as:

Big Shoe, Little Shoe, by Denys Cazet
How were Grandpa's responsibilities different from Louie's? Could Louie do what his Grandpa does? What responsibilities do you have at your house?

FOCUS FIVE

SOMETIMES I FEEL ANGRY. IT'S OKAY TO FEEL ANGRY. THERE ARE WAYS I CAN DEAL WITH MY ANGRY FEELINGS.

Peace Point: Children learn to accept anger as a natural emotion, and to deal with it in constructive ways. Dealing with anger restores balance, peace of mind.

ACTIVITIES

1 SHARING CIRCLE: ANGER

material: sock puppet

◆ **Introduction:** *Today, we're going to talk about angry feelings. Sometimes I feel angry. Have you ever felt angry? Well, I have somebody who is so angry that he is almost jumping out of my desk. Guess who it is! Come on out, Sock, and tell the children what makes you so angry.*

Have Sock say, *"I feel really angry when someone yells at me."* Pass puppet from child to child asking each to complete, "I feel really angry when..."

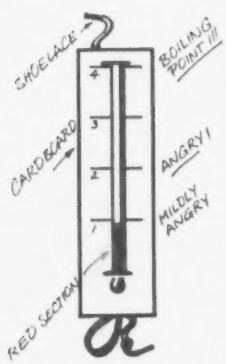
◆ **Discussion:** *Do you think that children all over the world sometimes feel angry? Do grown-ups ever feel angry?*

◆ **Closing:** *Yes, all human beings have feelings. Everybody feels angry sometimes. It's okay to feel angry. We can learn ways to deal with anger.*

◆ **Story Time:** Read stories such as:

I'm Mad Because..., by Norma Simon
What makes you angry? What do you do when you are angry? What are some other things you can do when you are angry?

The Temper Tantrum Book, by Edna Preston
Have you ever been really angry? Is it okay to be angry?



2 WHAT MAKES ME ANGRY?

materials: shoelaces, cardboard, temperature thermometer

◆ **Introduction:** *How many of you know what a thermometer is? Thermometers are used to see if we are sick. I have another kind of thermometer. This one measures anger.* Demonstrate with 'anger thermometer,' moving shoelace up by 'degrees' to the boiling point.

Sometimes I feel a little angry. Have you ever been a little bit angry, like this? What made you feel this way? Have you ever felt this angry? What made you feel this way? Let's talk about some things that make us really angry.

◆ **Activity Book:** Page 26.

◆ **Closing:** *You can be angry with someone and still love them. They can be angry with you and still love you, too, even if they don't show it. Sometimes people are so angry that they wish someone would die. It's okay to feel really angry. It's very important to learn some ways to deal with angry feelings.*

◆ **Art Time:** Let children make their own thermometers.

◆ **Story Time:** Read stories such as:

Joshua's Day, by Sandra Surowiecki
How did Joshua feel when his tower was knocked down? Did you ever feel that way? How did Joshua feel when Mother listened to him? Do you have someone who listens to you when you feel angry?

Attila The Angry, by Marjorie Sharmat
Why was Attila angry? Did you ever feel like Attila? How do you get rid of your anger?

3 What Can I Do? Pantomime

◆ **Introduction:** *When our feelings get angry, does our body get angry, too? Today, we're going to talk about ways that our bodies can get rid of angry feelings without hurting anybody.*

Show how your body feels when you are angry. (frown, scowl, hold breath, tense, stomach ache) *What can you do to make your body feel better without hurting yourself or anyone else?* (punch a pillow, play a game, yell in a pillow, pound clay, dig a hole, bite an apple)

◆ **Singing Time:** When You're Angry and You Know It:

When you're angry and you know it, stamp your feet,
When you're angry and you know it, stamp your feet,
When you're angry and you know it,
Then your face will surely show it,
When you're angry and you know it, stamp your feet.

Can you add a new ending to our song? (hit a pillow, yell in your pillow, tell a friend, dig a garden, make up a song, paint a picture, pound some clay, play a game, count to ten)

◆ **Activity Book:** Page 27.

◆ **Art Time:** When I Get Angry, I Will...

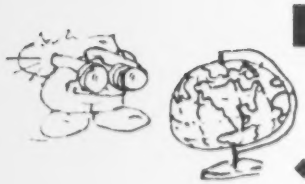
Have children draw a picture showing how they get rid of an angry feeling in a good way. Write important words on children's papers. Share. Add to 'feelings' bulletin board.

◆ **Closing:** *It's okay to feel angry and it's important to find ways to get rid of anger without hurting ourselves or others.*

◆ **Story Time:** Read stories such as:

Where the Wild Things Are, by Maurice Sendak
What made Max so angry? Have you ever felt that way? How did Max feel when he became King of the Wild Things? Why do you think he went back home? How did Max feel when he found his dinner waiting? How would you feel?

4 The Global Connection



materials: One Big Family map

◆ **Introduction:** *Let's go to our One Big Family map today to talk about feelings. We have learned so many things about feelings. We have good feelings and bad feelings. It is okay to have bad feelings. All human beings have feelings.*

Point to countries that the children have already discussed.

◆ **Discussion:** *Do you think children here in Egypt have feelings like ours? Yes, they do! Do you think that children in Thailand have feelings like ours? Yes, they do! Children all around the world have feelings.*

We're going to learn about a family who lives in China. Does anyone remember where China is on our map? Yes, right here. Listen while I read about a boy your age named ShuLem.

It is New Year's Day in a Chinese village. ShuLem and Grandfather are getting ready for the big New Year's parade. Grandfather is helping ShuLem to make a fish kite. He listens carefully so he will know what to do. But when he picks the kite up, it falls apart. ShuLem does not want to look at Grandfather. ShuLem does not want to look at the kite. ShuLem wants to cry.

Grandfather picks up the kite. "The kite can be fixed, ShuLem. I will show you how." Together, they work on the kite. Soon it is ready to fly. As ShuLem holds the string a gentle wind carries the kite high into the sky.

"Our kite has become a beautiful bird. Thank you, Grandfather, for helping me," said ShuLem.

◆ **Discussion:** *How do you think ShuLem felt when he heard about the parade? Have you ever felt this way? How do you think ShuLem felt when Grandfather told ShuLem he could make a beautiful kite? How would you feel?*

How do you think ShuLem felt when his kite broke? Have you ever felt this way? How do you think ShuLem felt when the kite began to fly? What have you done that made you feel proud?

◆ **Art Time:** Make a kite.

Have children make or draw kites using their favorite colors.

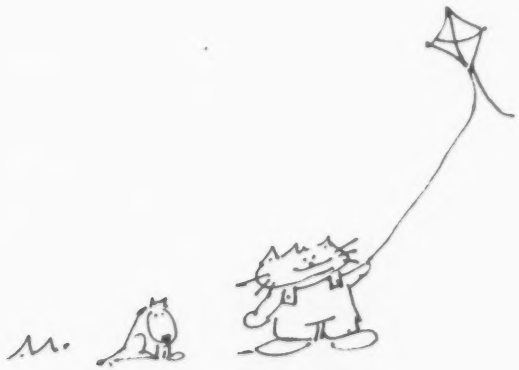
◆ **Singing Time:** Under One Sky

We're all a family under one sky.
We're a family under one sky. } Repeat
Well, we're people,
Well, we're animals,
We're flowers, we're birds in flight.
Well, we're people, we're animals.
We're flowers and birds in flight.
We're all a family under one sky,
We're a family under one sky.
We're all a family under one sky,
We're a family under one sky.

◆ **Closing:** *Children all around the world have feelings. Our feelings help to connect us together as One Big Family.*

◆ **Story Time:** Read stories such as:

Lion Dancer: Ernie Wan's Chinese New Year, by Kate Waters and Madeline Slovenz
Beautiful photographs depicting a Chinese family as they embrace their ancient culture, and celebrate their most important holiday. What is your most important holiday? How do you and your family celebrate it?



Concept 4

Peacemaking skills help us to get along as responsible members of the human family. We are all connected to the web of life.

All things are connected. Whatever befalls the Earth, our Mother, befalls the sons and daughters of the Earth.

Chief Seattle, 1854

INTRODUCTION

Conflict is a natural part of our lives. Conflicts arise over misunderstandings, unmet needs, different values and perceptions. When children's conflicts are not handled fairly, they feel angry, frustrated, resentful, afraid and powerless. These feelings are often expressed as lying, blaming, threatening, withdrawing or physically aggressive behavior.

Children can be taught skills to deal constructively with conflicts. When channeled into positive action, conflict stimulates creativity and problem solving ability. Children can learn to

1. **say clearly what they want**
2. **listen carefully to what the other person is saying**
3. **let others know how they feel**
4. **understand how the other person feels**
5. **overcome shyness and speak up for their rights**
6. **respect the rights of others**
7. **control impulses and irrational behavior**
8. **develop strategies for taking turns, sharing, compromising**
9. **take responsibility for their behavior**

It takes time, patience, a sense of humor and consistency to teach children skills necessary to solve problems. Conflict resolution skills must be taught all day during every activity, from the early morning welcome to the afternoon farewell.

Children who learn the skills of conflict resolution become confident learners, responsible and caring human beings. **You, the peace teacher, are giving children precious gifts - a feeling of self-worth, respect for all living things, and the skills needed to get along with others.**

Setting the Stage

Conflicts will occur even when you provide a nurturing and loving environment. Use conflicts when they occur to teach children to express their feelings, to stand up for their rights and to take responsibility for their behavior.

When conflicts occur:

- ❤ Be calm. Children need to know that you are in charge.
- ❤ Identify the problem without blaming anyone. Teachers who blame teach children to blame.
- ❤ Acknowledge feelings. Give children time to talk openly and honestly about their feelings.

- Reserve judgment. Children have the right to their "bad" feelings without shame or guilt.

- Remind children who are fighting to treat each other as people with feelings, not enemies.

- Help children to understand that they both have the problem and they can work together to solve it. It's they against the problem, not they against each other.

- Encourage children to come up with lots of ideas: "We use our wonderful thinking brains to solve problems fairly!"

- Don't force children to "kiss and make up" or "shake hands" if they do not want to. It teaches dishonesty.

- If a child is unable to control his/her behavior, firmly put the child in the time-out spot. Be sure the child knows you are there to listen when he/she is calm. Compliment the child's self control when he/she returns.

- Take time to listen to children when they are frustrated, angry, sad. You may be the only person who ever does. Acknowledge feelings, use open-ended statements: "Tell me more." "You seem to be upset."

- Read stories that contain many different conflict situations. Follow up with questions like these: What was the conflict? How did the characters feel about the conflict? How was the conflict solved? Was it a good solution? What other ways could they have solved the conflict? Have you ever had a conflict like this? How did you feel? How did you solve it? Was it a good solution? How did you feel when the conflict was solved?

- Sometimes children are unable to solve problems on their own. Learn and use mediation when they come to you for help.

F O C U S O N E

WE ALL HAVE CONFLICTS. WHAT WE DO AFFECTS OTHERS. WE ARE RESPONSIBLE FOR WHAT WE SAY AND DO, WHEN CONFLICTS OCCUR.

Peace Point: Being responsible means not blaming others for what we do. Being responsible means trying to solve conflicts fairly.

■ Introduction: I-Care-Cat's Visit

Hello, again, boys and girls. How are you today? I'm always happy to see you. Today, let's talk about responsibility. Do you remember what 'responsibility' means? Being responsible means taking care of ourselves and others.

Let's sing **When You're Responsible and You Know It, Take a Bow.**

When you're responsible and you know it, take a bow.
When you're responsible and you know it, take a bow.
When you're responsible and you know it,
Then your face will always show it,
When you're responsible and you know it, take a bow.

We are responsible for helping at home, at school, and in our neighborhood. We help to take care of younger brothers and sisters. We help to take care of pets. We help to take care of plants. We take care of our toys. We keep our classroom clean and beautiful.

Today, let's talk about being responsible for our behavior. Do you know what behavior is? Our behavior is the things we say and the things we do. Is a baby responsible for its behavior? No! Babies have not learned important skills to help them take responsibility — yet!

Are children your age responsible for their behavior? Yes! You are learning many skills to help you become capable and responsible human beings.

It's not easy to remember to be responsible. Sometimes I forget to use our I-Care-Rules and then - do I have a conflict! Do you know what a conflict is? A conflict is a problem. Do you know that everybody in the whole world, children and grown-ups, has conflicts?

Yesterday my sister Kit and I had a conflict. We were painting. I spilled the paint all over her. Did she get angry! She started to yell at me and call me names. I yelled back and said some mean things. Kit hit me with the paint brush and ran away crying. Our conflict ruined all our fun. We both ended with a big cat headache and never did finish painting our picture.

Let's look at our I-Care-Rules and see what important things I could have done to take responsibility when Kit and I had a conflict. (Point to rules one by one):

Did we listen to each other? No.
Did we use our hands to help? No.
Did we care about each other's feelings? No.
Did we use I-Care-Language to help solve the problem? No!

Sometimes we forget to use our I-Care-Rules when we have a conflict. We are angry and upset. Then everybody's feelings get hurt, and the problem doesn't get solved. Remember, the more we practice using I-Care-Rules, the easier it will be to remember to use them when we have a conflict. Let's read our rules together.

We listen to each other.
Hands are for helping, not hurting.
We use I-Care-Language.
We care about each others' feelings.

Let's read our last I-Care-Rule:

We are responsible for what we say and do.

Being responsible means listening to each other, helping each other, using I-Care Language, and caring about each others' feelings.

Being responsible means using your creative human brain to solve problems. Blaming does not solve problems. Hitting does not solve problems. Calling names does not solve problems. Crying and running away does not solve problems.

I'm going to go now and tell Kit that I'm sorry about what happened. It's never too late for me to take responsibility for my behavior. I was so embarrassed when I dropped the paint that I didn't take responsibility for my behavior. I'm going to ask Kit to paint with me again. I'll be more careful, but if the paint spills again, I'll help clean it up! That will make me feel proud and capable.

Bye now. See you later. Remember to use I-Care-Rules when you have a conflict.

◆ **Story Time:** Read stories such as:

Thump and Plunk, by Janice May Udry
Do you fight over toys and dolls like Thump and Plunk did? Was their mother a help? Would you be able to solve your fighting problems like Thump and Plunk did?

A Bargain for Frances, by Russell Hoban
What is a "bargain"? What did Frances do to keep her friend? Have you ever come close to losing a friend? What did you do?

ACTIVITIES

1 We Are Responsible For What We Say and Do

◆ **Introduction:** *Remember when I-Care-Cat and his sister were painting? First they were having fun and they both felt happy. Then when I-Care-Cat spilled the paint on his sister, she became angry. Then I-Care-Cat got angry and they both ended up feeling bad. Did I-Care-Cat or his sister take responsibility for their behavior?*

Listen as I read this story about Squirrel and what happened when no one took responsibility for their behavior.

> *Once upon a time, there was a bushy-tail squirrel who lived in a walnut tree. Squirrel was eating a big brown walnut. How he loved his walnuts. Squirrel accidentally dropped a walnut and it landed on Chicken's head.*
>
> *"Ouch," said Chicken. "Oh my, oh me, I'm mad as can be."*
> *Chicken ran after Duck, pecking at him.*
>
> *"Ouch" said Duck. "Oh my, oh me, I'm mad as can be."*
> *Duck snapped at Frog.*
>
> *"Ouch," said Frog. "Oh my, oh me, I'm mad as can be." Frog hopped on Lizard with great force.*
>
> *"Ouch," said Lizard. "Oh my, oh me, I'm mad as can be."*
> *Lizard ran up the tree and bit Squirrel's toe.*
>
> *"Ouch," said Squirrel. "Oh my, oh me, I'm mad as can be."*

◆ **Discussion:** *What happened when Squirrel dropped a walnut on Chicken's head? Did Squirrel take responsibility for what he did? How did Squirrel's feelings affect Chicken? Did Duck take responsibility for what he did? How did Duck's feelings affect Frog? Did Frog take responsibility for what he did? How did Frog's feelings affect Lizard?*

When someone comes into a room feeling angry, how does it affect everyone else? When someone comes into a room feeling happy, how does it affect everyone else?

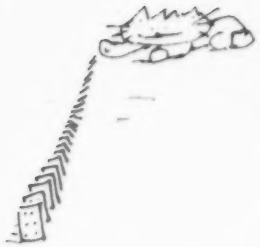
◆ **Closing:** *When we take responsibility for our actions, we and the people around us feel good. When we don't take responsibility for our actions, we feel bad and so do the people around us.*

2 Giggles: Circle Game

◆ **Introduction:** *We are all connected. What we do affects the people around us. Let's play "Giggles" to see how we are connected.*
Have children stand in a circle. A leader stands in the center. The object of the game is to see if the leader can make the others giggle. Each child gets a chance to be the leader.

◆ **Closing:** *Giggles are like feelings. When one person giggles, it spreads to the whole classroom. When one person takes responsibility, it makes everyone feel more responsible.*

Variations: Have one child "yawn." Have children watch to see how many end up yawning.



Line up a row of dominoes and have a child tip the first domino to observe what happens. *How are our feelings like dominoes?* (feelings go from one person to another)

◆ **Story Time:** Read stories such as:

The Little Brute Family, by Russell Hoban
How is the Brute family like the dominoes? How does Baby Brute finally change the angry feelings into good feelings? Is your family sometimes like the Brute family? How do you feel? What can you do to change the angry feelings into good feelings?

3 String Toss: An Affirmation

materials: big ball of yarn

◆ **Introduction:** *We have learned that angry feelings spread from one to another. Let's play a game and see if happy feelings can be passed from one person to another.*

Have a ball of yarn passed from child to child, each holding a part of the yarn. As each child passes the yarn ball to another, he/she says something nice. (I like the way you share - play with me - talk to me)

To rewind, reverse procedure. Teacher begins by telling the last child who threw the ball of yarn something nice. Continue until yarn ball is rewound.

◆ **Discussion:** *How do you feel when someone says something nice about you? It's easy to be kind when you're having fun. When you're angry, why is it hard to be kind to the other person? How can we remember to use kind words when we are angry?*

◆ **Closing:** *Responsible people take responsibility for the things they do and say. They know that kind words will help solve the problem.*

FOCUS TWO

I TAKE RESPONSIBILITY TO SAY WHAT I WANT AND HOW I FEEL.

Peace Point: I-Care statements help children take responsibility to stand up for their rights while respecting the feelings, dignity and rights of others. I-Care statements attack problems, not people.

ACTIVITIES

1 I-CARE-LANGUAGE

◆ **Introduction:** *When you were a little baby, you could not tell people how you felt or what you wanted. How do babies let people know what they want and how they feel?* (scream, kick, smile, cry, gurgle, throw) *Yes, babies cannot tell with words what they want or how they feel. Babies grow and change. What new ways do babies learn to tell people what they want and how they feel?* (words) *Yes, we learn to talk to each other because we all have wonderful human brains.*

Listen as I read this story about Johnny and Suzy:

> *Johnny was playing with the blocks. He piled them in just the right way. He called Suzy to come over and see his beautiful city. Suzy said that they looked stupid and gave them a push.*

◆ **Discussion:** *Has something like that ever happened to you? How did you feel? What did you do? What do you think Johnny could say to Suzy?*

Today we're going to learn what to say to someone who does something that you don't like.

1. Use the person's name .....**Suzy,**
2. Tell how you feel .....**I feel angry**
3. Tell why .....**when you knock down my blocks.**
4. Tell what you want .....**Please don't do it again.**

Let's practice. Have children take turns saying the sentence.

Let's listen to another story:

> *Mary Jo loves to have fun. She enjoys bouncing the big red ball. As she bounces it, she says, "Bounce a ball, bounce a ball, I love to bounce a ball." Nancy goes over to Mary Jo and grabs the ball.*

What can Mary Jo say to Nancy using I-Care-Language?

1. Use the person's name.....**Nancy**,

2. Tell how you feel .....**I feel mad**

3. Tell why .....**when you grab my ball.**

4. Tell what you want .....**Please don't grab.**

Let's practice. Have children take turns saying the sentence.

Here are more stories for children to practice I-Care-Language:

◗ *Ashanti and Larry both like to be first in line. As Ashanti is lining up, Larry comes up and says, "I'm first." He gives Ashanti a push.*

What can Ashanti say to Larry using I-Care-Language?

Larry, I feel furious when you push me. Please wait your turn.

◗ *Lucy has just drawn a picture for her mother. It is on her desk. Lucy is very proud of her picture. While she goes to put her crayons away, David scribbles all over her picture. Lucy returns to her desk and finds her beautiful picture ruined.*

What can Lucy say to David, using I-Care-Language?

David, I feel sad that you scribbled on my picture. Please don't ever do that again.

◗ *Alice and Fran are putting together a Mickey Mouse puzzle. Alice is holding most of the pieces. Fran says, "You hog! Give me some pieces."*

What can Alice say to Fran using I-Care-Language?

Fran, I feel angry when you call me names. Please call me by my real name.

◗ *Alex, Russell, Karina, and Rodolfo are working on an art project. Teacher asks them to put their materials away. Alex doesn't help.*

What can the other children say using I-Care-Language?

Alex, we feel upset when you don't clean up. Please help us.

◆ **Activity Book:** Pages 28, 29.

◆ **Closing:** *We attack the problem, not the person. We use I-Care-Language to tell people what we want and how we feel because we are all connected. What we say affects other people. I-Care-Language helps us take responsibility to stand up for our rights without hurting other people.*

2 We Are Responsible For What We Say And Do.

◆ **Introduction:** *What does it mean to be responsible? Listen as I read this story about Lin and Eng .*

Lin and Eng were having a snack of lemonade and cookies. Lemonade was spilled on the table and floor. Mr. Anderson asked , "Who spilled the lemonade?" Eng blamed Lin and Lin blamed Eng.

◆ **Discussion:** *What is the problem? What can Lin and Eng do to solve the problem? Was Lin being responsible when she blamed Eng? Was Eng being responsible when he blamed Lin? How do you feel when someone blames you? How do you think someone feels when you blame them?*

◆ **Activity Book:** Pages 30, 31.

◆ **Closing:** *We are responsible for what we say and do. Blaming others does not solve problems. Working together solves problems.*

◆ **Story Time:** Read stories such as:

The Hating Book, by Charlotte Zolotow
Why did the little girl hate her friend? When she found out that her friend had not said what she thought she said, how do you think she felt? When you think someone said something about you that wasn't very nice, what do you do?

Matthew and Tilly, by Rebecca Jones
What were some things that Matthew and Tilly did together? What did they argue about? How did they become friends again?

FOCUS THREE

WE CAN LEARN WAYS TO DEAL WITH MANY CONFLICTS.

Peace Point: Simple conflicts can be solved fairly, quickly and responsibly by taking turns, apologizing, chance and sharing. Feelings of pride and independence grow.

ACTIVITIES

1 PLAYING FAIR

◆ **Introduction:** *Have you ever spent so much time arguing over who is going first or who will play with a toy that neither one of you got to play? We can't always get what we want. We can't always be first. We can't keep one toy for ourselves all the time. Conflicts often happen when children play together. Blaming, calling each other names, grabbing, crying, or hitting do not solve conflicts.*

Would you like to learn some ways that you and your friends can use to solve conflicts fairly and responsibly?

◗ **Rock, Paper, Scissors (Chance)**

Here is a game that some children use when they have a conflict. When they want the same thing at the same time, they play a game called Rock, Paper, Scissors. Here is how the game is played. We play this game with our hands:

A fist is a rock.

Flat hand is a paper.

Two fingers pointing are the scissors.

Each child decides to be either the rock, the paper or the scissors. Then they count to three and show their hands. Rock smashes scissors, so rock wins if the other child has scissors. Scissors cuts paper, so scissors wins if the other child has paper. Paper covers rock, so paper wins if the other child has rock.

Have children practice until they know the movements by heart.

◗ Taking Turns

materials: egg timer

Sometimes you and another child want to play with the same toy. Taking turns is a good way to solve this kind of conflict. Taking turns means one of you plays with the toy first and then the other person has a turn. How can this egg timer help you to be fair when you take turns?

Have children practice setting the timer.

◗ Apologizing: Saying "I'm Sorry"

Have you ever bumped into somebody, pushed someone , or stepped on someone's toe? How did the person feel when you did this? Did it cause a conflict? Sometimes conflicts like this can be solved quickly just by saying "I'm sorry."

Saying "I'm sorry" doesn't mean that you are wrong. "I'm sorry" means that you are sorry for what happened. "I'm sorry" means that you care about the other person's feelings.

Let's practice saying "I'm sorry."

◗ Sharing

Sometimes we like playing alone. When we're having lots of fun playing with something we like, we sometimes forget that someone else may want to play with it, too. How do you think the other person feels? Do you think this may cause a conflict? Do you think both of the children can play with this special thing at the same time? That's called sharing. Sharing means "doing things together."

Let's practice saying, "Let's share, so both of us can play."

◆ **Closing:** *There are many ways to solve conflicts responsibly and fairly. We can take a chance, take turns, apologize, and share. We can't always get everything we want, and these are some fair ways to help us decide what to do. We care about each other and we are all friends here.*

2 Practice Makes Perfect

◆ **Introduction:** *We have learned that we can solve conflicts fairly and responsibly by taking a chance, taking turns, apologizing and sharing. Now, let's use our thinking brains to solve some conflicts.*

Have children role play the following situations. After each role play, have children discuss which strategy(ies) could be used. Then have them role play.

1. You both want the same toy. (take turns, share, chance)

2. You bump into someone. (apologize)

3. You both want to be first in the game. (chance, take turns)

4. Two children want the ball at the same time. (chance, take turns, share)

5. You push someone in line. (apologize)

Have children give other examples and solutions.

◆**Activity Book:** Pages 32, 33, 34, 35.

◆ **Closing:** *Conflicts happen because we can't always be first or get what we want all the time. When we share, take turns, apologize, we all feel good because these are fair and responsible ways to solve conflicts.*

3 Puppet Time

materials: paper bags, crayons

◆ **Introduction:** *We are learning some responsible ways to solve conflicts fairly. We take turns, apologize, share, and take a chance. Let's make paper bag puppets and let our puppets practice these good ways to solve conflicts fairly.*

Have children make paper bag puppets. Pair children to practice these new strategies with their puppets.

◆ **Closing:** *We have fun playing with our friends. When we solve conflicts fairly and responsibly we feel proud!*

◆ **Story Time:** Read stories such as:

Goggles, by Ezra Jack Keats
What did Peter, Archie, and Willie do to keep the big boys from taking their treasure?

FOCUS FOUR

WE CAN ALL BE PEACEMAKERS.

Peace Point: We are all part of the web of life. As peacemakers, we are responsible for each other. The knowledge that all life is connected and all life is precious allows us to live in peace.

ACTIVITIES

1 SETTLING OUR CONFLICTS AT THE PEACE TABLE

◆ **Introduction:** *Sometimes you may have a conflict with another child in our class. We are all friends here. We can use words to tell what we want and how we feel. We talk about our conflicts using I-Care-Language.*

Would you like to have a special place, a Peace Table, in our classroom where you can go when you have a conflict? Do you know what the word "peace" means? It means we talk over our problems without hitting or hurting each other.

Put a Peace Table sign at a table that will be convenient for children to talk over problems. Tell children that at the Peace Table, they must remember to use I-Care-Language and the Peace Table Rules.

1. **Keep both hands on the Peace Table while you are talking and listening.** (Hands are for helping, not hurting.)
2. **Tell the truth.**
3. **Listen without interrupting.** (We listen to each other so we can find out what the problem is. We talk one at a time.)
4. **No name-calling or blaming.** (We care about each others' feelings. We all have feelings and we treat each others' feelings with respect.)

5. **List ideas to solve the problem.** (We take responsibility for what we say and do. We are both responsible for finding ways to solve our conflict.)

6. **Choose the best solution.** (Together, we will pick the best way. Together, we will remember our agreement and try our best to do it.)

Have children tell you how they solved their conflict. Congratulate them. This will

build their self-esteem and confidence in their problem-solving abilities.

Let's practice using the Peace Table. Listen to this story about two children who are having a problem.

> *Juan was playing with the bright red fire engine. He loved to play with the fire engine. Juan pretended that he was a fire-fighter and would save people from their burning house. Juan wouldn't let anyone else play with the fire engine.*
>
> *One day, Pablo asked Juan if he could play with the fire engine. Juan said "No." Pablo said he would hit Juan if he didn't let him play. Juan went to the teacher. The teacher sent the two boys over to the Peace Table and told them that they could not play with the fire engine until they came to a peaceful agreement.*

Select two children to pretend to be Juan and Pablo. Have them role-play how they would solve the conflict. Remind them to use I-Care-Language and to follow the Peace Table rules.

◆ **Discussion:** *Did Juan and Pablo use I-Care-Language? Did they follow the Peace Table rules? Did they come to a good solution? Were both of them happy with the solution? Can you think of other good ways the conflict could have been solved?* (When we encourage children to think of other conflict endings, we are helping them realize that there are many ways problems can be solved.)

Here is another story to practice at our Peace Table:

> *Glenn and Lori were best friends. They liked to play together. Glenn wanted Lori to be the nurse and he would be the doctor. Lori wanted to be the doctor. Glenn said only boys could be doctors; girls are nurses.*
> *This made Lori angry.*
> *She screamed at Glenn and grabbed the doctor's kit.*
> *Glenn said, "Lori, let's go to the Peace Table."*

Select two children to pretend to be Lori and Glenn.

◆ **Discussion:** *Did Lori and Glenn use I-Care-Language? Did they follow the Peace Table rules? Did they come to a good solution? Were both of them happy with the solution? Can you think of other good ways the conflict could have been solved?*

◆ **Art Time:** Have children draw a conflict situation and tell how it can be resolved at the peace table. Role play selected conflict situations.

◆**Activity Book:** Pages 36, 37.

◆ **Closing:** *Little problems can be solved quickly, but big problems may need to be solved at the Peace Table.*

◆ **Story Time:** Read stories such as:

Herbie's Troubles, by C. Chapman
What was the conflict that Herbie had with his friend? How did they feel about the conflict? How did they solve it? Were both of them happy with the solution? Can you think of other ways the conflict could have been solved?

Loudmouth George and the Sixth-Grade Bully, by Nancy Carlson
What is a bully? What was the bully doing that hurt other people? How did George and Harriet feel about the conflict? How did George and his friend Harriet solve the conflict? Was it a good solution? Can you think of other ways the conflict could have been solved?

Bang Bang! You're Dead, by Louise Fitzhugh and Sandra Scoppettone
What made the boys change their minds about playing make-believe war? Do you think violence is fun? Do you like to be hurt? Do you think others like to be hurt?

2 Children as Peacemakers

◆ **Introduction:** *Listen as I tell you the story of Mark, Mary, and Maude. One of these children acted as a peacemaker. See if you can tell me who the peacemaker was.*

Mark and Mary were building with their blocks. When Mark was finished using all his blocks, he said, "My building is the best."

Mary also finished her building, and she said, "No, mine is the best." They both screamed, "Mine is the best!"

Maude, who was playing nearby, saw that both of her friends were angry. She went up to them and said, "Mark, your building is nice and Mary, your building is nice. All buildings do not have to look the same. Why does one building have to be better than the other?" Mary and Mark laughed. Both of them began to say nice things about each others' buildings.

◆ **Discussion:** *What was the problem? How did Maude help Mary and Mark solve their problem? We call someone like Maude a "peacemaker." She didn't take sides. She didn't call names, or say that they were "stupid" for arguing. She remembered that things or people do not have to be the same. People have the right to be different.*

◗ *Here is another story about a peacemaker. Listen to see how Johnny helps Terry and Sue solve a conflict:*

Sue and Terry were playing with their dolls. They were having lots of fun dressing the dolls. Terry said to Sue, "Look at my doll. She's so pretty." Sue reached over to hold Terry's doll and it fell on the floor. Before Sue could say, "I'm sorry," Terry got angry and called her "dummy."

Johnny was playing nearby. He saw what had happened. He saw that Terry was angry, and Sue was sad. He went to Terry and said, "Terry, please don't call Sue 'dummy'. She feels sad when you call her names."

"It was an accident," said Sue. "I'm sorry."

"I'm sorry, too." said Terry. "I didn't mean to make you feel bad."

The children went back to playing with their dolls.

◆ **Discussion:** *What was the conflict? Who acted as a peacemaker? What did Johnny do to solve the conflict? Did you ever have a conflict like this with your friend? What did you do? Were you happy with the way the conflict ended? Can you think of other good ways that the conflict could be solved?*

◗ *Listen to this story to find out how Thomas becomes a peacemaker:*

Larry and Alex were thirsty. They ran to the water fountain. When they got there, they pushed each other to be first to drink. Thomas was also thirsty. He saw his friends yelling and pushing each other. Thomas said, "You are both fighting so much that no one is getting a drink! Why don't you use rock, paper, scissors to see who goes first?"

"Good idea," said Larry and Alex.

Alex won and he went first. He took a small drink so his friends didn't have to wait so long. When everyone was finished taking a small drink, he went back for more water.

◆ **Discussion:** *What was the conflict? Who was the peacemaker? What did he do to solve the conflict? Have you ever been in a conflict like this? What did you do? Were you happy with the way the conflict ended? Can you think of other good ways the conflict could be solved?*

◆ **Activity book:** Pages 38, 39.

◆ **Closing:** *Peacemakers are very important people. We want people to be happy and to be friends. We care about people's feelings. We want problems to be solved fairly. We are peacemakers.*

◆ **Story Time:** Read stories such as:

Tim the Peacemaker, by Uwe Friesel
What did Tim do that made him a peacemaker?

Swimmy, by Leo Lionni
Do you think Swimmy really fooled the big fish? Do you and your friends stick up for each other if someone is being picked on?

3 Teachers Are Peacemakers, Too

◆ **Introduction:** *If you are having a big problem with someone and can't solve your problem, you can go to your teacher. The teacher will help you talk to the other person using I-Care-Rules. Going to your teacher when you need help is not tattling. You must be willing to listen to the other person. You must tell the truth. You must want to solve the conflict.*

Listen to this story about William and Joseph to find out how their teacher helped them become peacemakers.

William likes to pretend that he is an airplane. He flies around the room with his arms waving. Joseph likes to build cities with Lincoln Logs. Every time William flies by, some of the Lincoln Logs fall.

Joseph asks William to stay away from his city. William promises to stay away, but he keeps forgetting. Joseph asks William to go to the Peace Table. The boys try to solve their conflict but can't do it. Finally, they ask Miss Edwards for help.

Miss Edwards sits Joseph on one side of her and William on the other side. She reminds them to follow the rules of the Peace Table. Then she says, "Joseph, tell what happened."

Miss Edwards and William listen carefully while Joseph tells his side of the story, and how he feels about the situation. Then Miss Edwards says, "Joseph, you feel angry because William keeps knocking down your city. Now, William, your turn to tell."

Joseph and Miss Edwards listen carefully while William tells his side of the story and how he feels about the situation. Then Miss Edwards says, "William, you feel squished when you play Airplane because Joseph spreads his city all over the floor. What are some fair ways that you boys can solve the problem?"

The boys thought and thought. They finally came up with lots of ideas.

Joseph says, "William should play Airplane outside."

William says, "Joseph should play City outside. Why should I have to move?"

Joseph says, "We could take turns playing City and Airplane. We could even play together."

William says, "I hate building cities. Joseph should make a smaller city so I can play Airplane."

Joseph says, "William could play Airplane in a smaller place and I can make a smaller city."

William says, "If Joseph would build his city on the other side of the book shelf it would be safe from my airplane. There's lots of room back there."

Miss Edward's asks the boys to pick their best idea. Guess which one they pick?

William and Joseph like the idea of moving the city to the other side of the book shelf. Miss Edwards asks each boy to repeat the idea they like best and she reminds them that they both are responsible for their agreement. Then she says, "Joseph and William, thank you for working together to solve your conflict. I know both of you will remember your agreement. If you have any more problems, talk it out together at the Peace Table or come to me for help."

William helps Joseph move the Lincoln Logs to the new place. They both feel proud that they solved their conflict fairly.

◆ **Discussion:** *Did William and Joseph come up with a good solution? Was it fair? How did they feel after they solved their conflict? Have you ever had a conflict like William and Joseph? How did you solve it? Was it a fair solution? Can you think of other good ways that the conflict could be solved?*

◆ **Closing:** *Sometimes conflicts cannot be solved without help. It's okay to ask for help. If you cannot solve your problem, ask your teacher to be a peacemaker. When problems are solved fairly, everyone is happy, and everyone feels proud.*

◆ **Story Time:** Read stories such as:

Bear Party, by Rene du Bois
Why were the bears angry? Who acted as the peacemaker?

Mine's the Best, by Crosby Bonsall
What were the boys arguing about? How did they solve their conflict? How were both boys peacemakers?

4 Directions for Teacher Directed Mediation

Seat children one at each side of you.

Focus on problem:
Say to each child, *"Tell what happened."*
Listen without interrupting, blaming or judging.
Summarize clearly. *"Johnny, you hit Kevin because you thought he wrecked your puzzle. You took the puzzle and he hit you."*

Focus on feelings:
Ask each child, *"How do you feel about the problem?"*
Summarize: *"Johnny, you feel angry because Kevin wrecked your puzzle. Kevin, you feel angry because Johnny hit you."*

Brainstorm and choose:
Ask, *"What are some fair ways to solve the problem?"* If children can't think of any fair ways, help them find options. Don't tell them what they ought to do. Have them select the best choice. Let both children, in their own words, tell exactly what they are agreeing to do. Remind them to take responsibility for their agreement.

Focus on commitment:
Thank them. *"Johnny and Kevin, thank you for working together to solve your conflict. I know that both of you will remember your agreement. If you have any more problems, talk it out together at the Peace Table or come to me for help."*

When children work together to solve a common problem, feelings of capability and confidence grow.

5 Meet Other Peacemakers: Johnny Appleseed

materials: book Johnny Appleseed

◆ **Introduction:** *I'm going to read you a story about a very special person with a very special name. His name was Johnny Appleseed. Johnny loved nature, and he loved being outdoors, but most important of all, Johnny Appleseed was a peacemaker. Everywhere he went he made friends. He treated everyone with respect. He wanted to do something special with his hands to show how he loved all life on Earth. Listen as I read the story of this special person who did some special things.*

Read Johnny Appleseed, by Aliki or Solveg Russell

◆ **Discussion:** *In what ways was Johnny Appleseed a peacemaker? How did Johnny use his helping hands to make the world more beautiful? What things can you do with your helping hands to help make your world more beautiful? How can you be a peacemaker?*

◆ **Singing Time:** Here comes Johnny Appleseed (to the tune of Peter Cottontail)

Here comes Johnny Appleseed.
Here comes Johnny Appleseed.
Tell us what you're planting here today.

Seeds from apples red and sweet
So that some day you can eat
Apples any time you come this way.

◆ **Closing:** *Johnny Appleseed was a peacemaker. He treated people and the environment with respect.*

6 Pantomime: Planting A Tree

materials: cut apples

◆ **Introduction:** *Let's pretend that we are planting an apple tree as Johnny Appleseed did. We need a shovel, a tree, a watering pail and our wonderful helping hands. What do apple seeds need to live? If we plant an apple tree now, how big will it be when you are grown up? Is everybody ready?*

Have children follow your movements as you say:

Take your shovel and dig a nice deep hole. Let's dig, dig, dig. Is it deep and large enough for our tree?

Now let's put our tree into the hole and pack the dirt around the plant's roots, so that the tree will be nice and strong.

Now, it's time to water it. Let's take our watering pail and slowly, slowly water our new tree.

Our tree is going to grow nice and tall. Everybody, stretch tall.

When the wind blows, the leaves will move. Let's pretend our fingers are the leaves. Let's move our fingers like leaves. Quickly. Slowly. Slowly. Slowly. Now the wind has stopped. We have worked very hard to plant our tree. Let's sit down and rest. I have something special for you.

Pass apple pieces to all children to enjoy.

◆ **Closing:** *It's fun to use our wonderful human brains to pretend! Everyone listened, and we all had fun together.*

◆ **Activity Book:** Pages 40, 41.

◆ **Story Time:** Read stories about other peacemakers, such as: Dr. Martin Luther King, Jr., Jane Addams, William Penn, St. Francis.

7 I Can Make A Difference

◆ **Introduction:** *Everyone of us can be a peacemaker. Peacemakers care about themselves and others. Peacemakers care about the environment. They don't litter or draw on walls of buildings.*

◆ **Discussion:** *What are some things that peacemakers do?* (Encourage children to think about the larger picture of being a peacemaker. Peacemakers don't call people names. Peacemakers don't litter. Peacemakers don't blame. Peacemakers speak up when they see someone doing something wrong.)

In a circle, have students tell about a time when each was a peacemaker.

◆ **Art Time:** I Am a Peacemaker

Have children draw a picture showing a time when they were a peacemaker. Teacher writes important words. Share. Put pictures on 'I Am a Peacemaker' bulletin board.

◆ **Activity Book:** Pages 42, 43, 44.

◆ **Closing:** *Peacemakers are very special people. We know that we can make a difference. We use our hands for helping, not hurting. We listen to each other. We care about each other's feelings. We take responsibility for what we say and do.*

8 Connections: Outdoor Circle Game

materials: ball of yarn, natural objects such as shells, stones, leaves, seeds, etc.

◆ **Introduction:** *We are all connected. What we say and do affects everyone around us. We are all a part of this web of life on our beautiful planet Earth. Let's play a game to see how we are connected.*

Give each child an object to hold. Pass a ball of yarn from child to child until all are connected in a web. One by one, have children tell about their special connection to their object: "I am connected to the shell because we are both part of nature." (pretty, important, special, helpful)

◆ **Closing:** *Our world of nature is all connected. If something happens to one thing, many things are affected. We are responsible for taking care of our natural world. Everything in nature affects someone else. It can be good or it can be bad. Because we have a wonderful human brain, we are responsible for ourselves and one another in the web of life.*

9 THE GLOBAL CONNECTION

◆ **Introduction: I-Care-Cat's Visit**

Hello again, children. I am glad to see all of you. Your teacher told me that you are planning a big party to celebrate our beautiful world and all the wonderful people (and cats) who live on our beautiful world.

You are all so precious because you all belong to the human family. Your human family has many ways of doing things - many ways to eat the food you need, many ways to talk to each other, many kinds of clothes, many different games, songs and dances. All over the world, boys and girls just like you are growing up and learning to be responsible and caring.

Let's sing our special song **Under One Sky** *to celebrate our human family on our beautiful planet.*

It's fun to sing, and it's fun to be with friends. I have enjoyed visiting your classroom and helping you to learn our I-Care-Rules. Every one of you is precious. All living things are precious. Remember to take care of yourselves and each other. Remember to take care of our beautiful planet. Each one of you is a peacemaker. Good-bye now.

◆ **Festival:** Plan a celebration of your class' cultural backgrounds. Ask parents to bring in foods, music, costumes, games representing their cultures. Have them teach songs, words and dances to the class. Learn songs such as "It's a Small World" and "We've Got the Whole World in Our Hands."

Invite foreign students and international organizations to visit and tell children about their cultures.

Your public library has many excellent stories for children about families around the world.

Annotated Bibliography

Books for Children Related to **Peacemaking Skills for Little Kids**

Prepared by
Wanda Slayton, Ph.D.

SELF

Aliki. ***Five Senses***. Thomas Y. Crowell, New York, 1962.

A simple book about the senses and the activities one needs them for.

Aylesworth, Jim. ***Mary's Mirror***. Holt, Rinehart and Winston, New York, 1982.

Mary trades everything she owns for fine clothing. When she misses her farm animals and her possessions, she trades back her clothes.

Baer, Edith. ***The Wonder of Hands***. Parents Magazine Press, New York, 1970.

The creative, exciting and loving things that hands can do are explored through photographs and rhymes.

Bailey, Carolyn Sherwin. ***The Little Rabbit Who Wanted Red Wings***. Platt and Munk, New York, 1978.

A little rabbit wants whatever the other animals in the forest have. When he gets his wish for red wings, no one recognizes him.

Berger, Terry. ***Being Alone, Being Together***. Raintree, Milwaukee, 1974.

The joys of being together and the joys of being alone.

Blegvad, Lenore. ***This Is Me***. Random House, New York, 1986.

A picture book of child's body parts and family objects.

Blos, Joan W. ***Martin's Hats***. William Morrow, New York, 1984.

Martin wears different hats to pretend he is different people: an explorer, a chef, a steel worker, etc.

Brenner, Barbara. ***Bodies***. Dutton, New York, 1973.

A book that describes what the human body can do.

Brenner, Barbara. ***Faces***. Dutton, New York, 1970.

A book about our senses and how they work. Also, kinship of all people.

Brenner, Barbara. ***Mr. Tall and Mr. Small***. Addison-Wesley, Reading, MA, 1966.

A giraffe and a mouse meet in a forest and think each other are funny-looking. They are forced to cooperate.

Brothers, Aileen and Holsclaw, Cora. ***Just One Me. Follett***, Chicago, 1967.

A young boy imagines himself to be different objects, finally realizing that being himself is best.

Brown, Marc. ***Arthur's Eyes***. Little, Brown, Boston, 1979.

Arthur gets glasses, and the other children tease him until they see how much better he does when he sees properly.

Carlson, Nancy. ***I Like Me***, Viking Penquin Inc. , 1988. Introduces a cheerful pig who is full of good feelings about herself. This book will help children feel good about themselves.

Cooney, Barbara. ***Miss Rumphius***. Viking Press, NY, 1982.

A little girl wants to have adventures like her grandfather. He tells her to do one thing well - to make the world more beautiful, and she does.

Cooney, Nancy Evans. ***The Blanket That Had To Go***. Putnam, New York, 1981.

Susi is afraid to start kindergarten without her blanket.

Cooney, Nancy Evans. ***The Wobbly Tooth***. Putnam, New York 1978.

Elizabeth Ann's tooth is loose and won't come out.

Erickson, Karen and Raffey, Maureen. ***I Can Do Something When There's Nothing to Do***. Scholastic, New York, 1985.

A little boy uses his imagination to think of things to do.

Ets, Marie Hall. ***Just Me***. Viking Press, New York, 1965.

A little boy copies the animals on his farm.

Freeman, Don. ***Dandelion***. Puffin Books, Viking Press, New York, 1977.

Dandelion is a lion who overdressed for a party. The hostess does not recognize him in his finery, and won't let him in.

Geddes, Barbara Bel. ***I Like to Be Me***. Young Readers Press, New York, 1963.

A little hippo thinks of all the things he wants to be.

Greene, Laura. ***I Am Somebody***. Children's Book Press, San Francisco, 1980.

Two boys on a baseball team feel they are not good players. They decide that being themselves is what matters; not everyone can be a good baseball player.

Hazen, Barbara S. ***To Be Me***. Children's World, 1975.

Children discuss the traits that make each one special.

Kottler, D. and Eleanore, W. ***I Really Like Myself***. Aurora, Nashville, TN, 1974.

Children share ways to develop their self-concept and cope with problems of growing up.

Lionni, Leo. ***A Color of His Own***. Pantheon, New York, 1975.

A chameleon wants a color of his own until he learns that changing color has advantages.

Lionni, Leo. ***Fish Is Fish***. Pantheon, New York, 1970.

A minnow and a tadpole are friends. When the tadpole becomes a frog, the minnow also tries to live out of water.

Martin, Bill, Jr. and Archambault, John. ***Here Are My Hands***. Henry Holt, New York, 1985.

Pictures celebrate the universality of children around the world.

Mendoza, George. ***And I Must Hurry for the Sea Is Coming***. Prentice Hall, New York, 1969.

A boy has an adventure at sea in a story about individuality and pretending.

Moore, N. ***The Unhappy Hippopotamus***. Vanguard Press, New York, 1967.

Harriet the hippo tries to be other animals until she finds that she likes to be a hippo.

Piper, Watty. ***The Little Engine That Could***. Platt and Monk, New York, 1976.

A little engine uses positive thinking to make it over the mountain.

Rand, Ann and Paul. ***I Know a Lot of Things***. Harcourt, Brace, New York, 1956.

A picture book of things familiar to young children.

Richter, B. ***Something Special Within***. De Vorss, Marina del Rey, CA, 1982.

Part of feeling good about oneself has to do with loving and caring.

Rockwell, Anne and Harlow. ***Happy Birthday to Me***. McMillan, NewYork, 1981.

A little boy plans his birthday party.

Rogers, Fred. ***If We Were All the Same***. Random House, 1987.

Sharmat, Marjorie Weinman. ***I'm Terrific***. Scholastic, NY, 1977.

Jason the little bear thinks he is terrific. He is a show-off and a bore, and nobody likes him until he changes his ways.

Simon, N. ***Why Am I Different?*** Albert Whitman, 1976.

It is okay to be different.

Spier, Peter. ***People***. Doubleday, New York, 1983.

A picture book for all ages, celebrating the diversity of the four billion human beings, "no two alike."

Stone, E.J. ***I'm Glad I'm Me***. Putnam, New York, 1971.

It is important to be yourself. Each person is unique.

Udry, Janice May. ***What Mary Jo Shared***. Albert Whitman, 1966.

Mary Jo is shy and doesn't want to bring something for "Show and Tell".

Zion, Gene. Harry ***The Dirty Dog***. Harper and Row, NY, 1956.

Harry the dog hates baths, so he runs away and gets dirty. His family doesn't recognize him until they give him a bath.

FEELINGS

Aliki. ***Feelings***. Greenwillow, New York, 1984.

A book showing all kinds of feelings and how to deal with them.

Andrews, F. Emerson. ***Nobody Comes to Dinner***. Little, Brown, Boston, 1976.

Oscar has a bad day and says he likes "nobody". His sister makes a game out of the word: "nobody" has a birthday to celebrate "nobody's" birthday.

Cohen, Miriam. ***Jim's Dog Muffin***. Greenwillow Books, New York, 1984.

Jim's teacher and classmates try to help him feel better when Muffin dies, but Jim needs time to be sad before he can feel good again. His best friend finds a way to help.

Cohen, Miriam. ***Jim Meets the Thing***. Macmillan, NY, 1981.

Jim is ashamed to be the one in his class who is scared of The Thing on television. When a praying mantis climbs on Danny, Jim is the only one brave enough to take it off.

dePaola, Tomie. ***Oliver Button Is a Sissy***. Harcourt Brace, New York, 1979.

Oliver's classmates tease him because he likes to dance and dress up. He is finally accepted after a school performance.

Delton, Judy. ***I Never Win!*** Carolrhoda, 1981.

This book tells how anger and frustration vented creatively can benefit a situation.

Delton, Judy. ***My Mother Lost Her Job Today***. Albert Whitman, Chicago, 1980.

Barbara Anne's mother loses her job. She is worried about how they will have birthdays and Christmas. Her mother finally notices that her concern has affected her daughter, so they talk about it.

Erickson, Karen and Maureen Raffey. ***I Can Settle Down***. Scholastic, New York, 1985.

A child learns how to quiet himself when he is too excited to settle down and go to sleep.

Greenfield, Eloise. ***Grandmama's Joy***. Collins, NY, 1980.

Rhondy's Grandmama is sad. Rhondy tries to make her feel better.

Greenfield, Eloise. ***She Come Bringing Me That Baby Girl***. Lippincott, Philadelphia, 1974.

Kevin wants a brother, but when it turns out to be a little girl, his family helps him regain his feelings of being loved and needed.

Gross, Alan. ***Sometimes I Worry***. Children's World, Chicago, 1947.

It helps to talk about your worries. This book is full of "what if's".

Hazen, Nancy. ***Grownups Cry, Too***. Lollipop Power, 1973.

A young boy explains that everyone needs to cry. Text in English and Spanish.

Hill, Elizabeth Star. ***Evan's Corner***. Holt, Rinehart and Winston. New York, 1967.

Evan creates a haven in a corner of his family's crowded apartment. He shares his talent for decorating with his brother.

Keats, Ezra Jack. ***A Letter to Amy***. Harper and Row, NY, 1967.

Peter wants to invite Amy to his birthday party by mail, but the wind blows his letter out of his hand. Amy comes along just then, and Peter snatches the letter out of her hand quite rudely. He finally mails the letter and wonders if she will come to the party. She does, and they all have a great time.

Preston, Edna Mitchell. ***The Temper Tantrum Book***. Viking Press, New York, 1969.

Stories showing animals throwing temper tantrums because of things they did or could not do.

Riley, Susan. ***Sharing***. The Child's World, Chicago, 1978.

Sharing shows that you love someone and that you care.

Riley, Susan. ***Sorry***. Children's Press, Chicago, 1978.

Saying you feel sorry when someone else is sick or hurt makes bad feelings better.

Sendak, Maurice. ***Where the Wild Things Are***. Harper and Row, New York, 1963.

A small boy, Max, is banished to his room without dinner. He dreams that he has gone to a land of monsters who love him and make him their king. He is happy until he gets homesick.

Simon, Norma. ***I Was So Mad***. Whitman, Chicago, 1979.

Frustration, impatience, jealousy, fright - all can result in anger. Expressing the anger should not bring guilt.

Stanton, Elizabeth and Henry. ***Sometimes I Like to Cry***. Albert Whitman, Chicago, 1978.

The various reasons to cry are illustrated.

Surowiecki, Sandra. ***Joshua's Day***. Lollipop Power, 1972.

Joshua gets angry when his tower is knocked down. Mother listens to him.

Tester, Sylvia Root. ***Moods and Emotions***. David Cooke, 1979.

Open-ended stories to go with pictures.

Tester, Sylvia Root. ***Sometimes I'm Afraid***. The Children's World, Chicago, 1978.

Everyone is afraid sometimes. It is good to be afraid of dangerous things. There is usually a family member or a friend to help and comfort you when you are afraid.

Viorst, Judith. ***Alexander and the Horrible, No Good, Very Bad Day***. Atheneum, New York.

Alexander has a very bad day.

Viorst, Judith. ***My Mamma Says There Aren't Any Zombies, Ghosts, Vampires, Creatures, Demons, Monsters, Fiends, Goblins or Things***. Atheneum, New York, 1973.

A little boy knows that his mother is sometimes mistaken. He wonders if she is wrong when she tells him there are no ghosts, goblins, etc.

Wells, Rosemary. ***Noisy Nora***. Dial Press, New York, 1973.

Nora has to wait while her parents do things with her older and younger siblings. Nora makes lots of noise while she waits.

Williams, Barbara. ***Albert's Toothache***. Dalton, NY, 1974.

Parents and siblings think they understand why a toothless little turtle is claiming a toothache, but only Grandma really listens.

Zolotow, Charlotte. ***William's Doll***. Harper and Row, New York, 1972.

William does "boy" activities (playing sports), but he really wants a doll. When his grandmother comes to visit, he confides in her, and she buys him a doll.

FRIENDS

Aliki. ***We Are Best Friends***. Greenwillow Books, NY, 1982.

Peter and Robert are best friends, until Peter and his family have to move away. Robert is devastated until Wil moves to his neighborhood. Robert and Wil become friends.

Anglund, Joan Walsh. ***A Friend Is Someone Who Likes You***. Harcourt, New York, 1958.

This tiny picture book describes the essence of friendship.

Carle, Eric. ***Do You Want to Be My Friend***? Crowell, New York, 1971.

A picture book of a mouse who sees a tail and pursues it, looking for a friend. Each tail belongs to a large, frightening animal. At last he finds a little mouse.

Carle, Eric. ***The Grouchy Ladybug***. Crowell, New York, 1977.

A disgruntled ladybug learns the advantages of getting along with others. Large, bright illustrations.

Chapman, Carol. ***Herbie's Troubles***. Dutton, New York, 1981.

Herbie's attitude toward school quickly changes when he meets Jimmy John.

Cohen, Miriam. ***Best Friends***. Macmillan, New York, 1971.

Cohen, Miriam. ***Will I Have a Friend***? Macmillan, NY, 1967.

A classic story about how a little boy made a friend on his first day in nursery school.

dePaola, Tomie. ***Charlie Needs a Cloak***. Prentice Hall, New York, 1986.

The black sheep and a mouse combine their skills to help Charlie, a shepherd, get a beautiful new red cloak.

Gomi, Taro. ***Sharing***. Froebel-KanCo, Tokyo, 1981.

A picture book for the very young, showing how sharing can be a joy.

Hoban, Russell. ***Best Friends for Frances***. Harper and Row, New York, 1969.

Frances, the little badger, is looking for a friend so she won't have to play with her little sister, Gloria. The boys won't let her play ball with them, so Frances and Gloria plan their own outing, with lots of food and games. The boys become interested, and soon they are all eating and playing together.

Kellogg, Steven. ***Best Friends***. Dutton, New York, (Dial Books for Young Readers) 1983.

Kathy feels betrayed when her best friend goes away for the summer and has a wonderful time without her. When she returns, the girls find a way to save their friendship.

Lionni, Leo. ***It's Mine***. Knopf, New York, 1986.

Three frogs argue over who owns what - the water, a butterfly, a worm, etc. When a disaster almost strikes, they are saved by a toad. They realize that ownership is not very important.

Lobel, Arnold. ***Frog and Toad Are Friends***. Harper and Row, New York, 1970. An "I Can Read" book.

A charming book about the friendly things Frog and Toad enjoy doing together.

Marshall, James. ***George and Martha***. Houghton Mifflin, New York, 1980.

Each of these funny books tells an adventure of two hippos who are friends and enjoy each other.

Miles, Betty. ***Having A Friend***. Knopf, New York, 1959.

Sara plays alone, not trying to make friends. She doesn't know how. She learns to cooperate and play with Ann.

Moncure, J. B. ***People Who Help People***. Children's Book Press, San Francisco.

This book tells of community helpers who look after children.

Rogers, Fred. ***Making Friends***. Putnam, New York, 1987.

Making friends can be a happy experience, but it isn't necessarily one of the easiest. An excellent book to help children understand their feelings.

Steig, William. ***Amos and Boris***. Puffin Books, New York, 1971.

Touching story of Amos the mouse and Boris the whale. Their friendship is based on mutual respect.

Turkle, Brinton. ***Thy Friend, Obadiah***. Viking Press, NY, 1969.

Obadiah, a little Quaker boy, lives near the sea. A sea gull follows him everywhere, embarrassing him and causing others to tease him. One day, Obadiah rescues the bird from a fish hook, and he becomes happy to have the bird as a friend.

FAMILIES

Alexander, Martha. ***Nobody Asked Me if I Wanted a Baby Sister and When the New Baby Comes, I'm Moving Out***. Dial Press, New York, 1979.

These books help children to accept the fact that baby brothers and sisters can be fun.

Adoff, Arnold. ***Black is Brown is Tan***. Harper and Row, NY 1973.

The story of the everyday comings and goings in an interracial family.

Anglund, Joan Walsh. ***Baby Brother***. Random House, NY, 1985.

Emily waits a long time for a baby brother. Finally he arrives. Pictures show him as he grows and learns to do many things good and bad.

Berman, Claire. ***What Am I Doing In A Step-family***? Lyle Stuart, 1982

Advice for children on adjusting to life in a step-family

Blume, Judy. ***The Pain and the Great One***. Bradbury Press, Scarsdale, NY, 1974.

A book about sibling rivalry. A sister and brother each think the parents love the other one best.

Buckley, Helen E. ***Some Day With My Father***. Harper and Row, New York, 1985.

A little girl dreams about skiing, sailing, fishing, hiking with her father, but right now her father is reading to her while she has a cast on her leg.

Burningham, John. ***Grandpa***. Crown Publishers, NY, 1984.

A picture book of the activities a little girl does with Grandpa.

Cazet, Denys. ***Big Shoe, Little Shoe***. Bradbury Press. 1984

Louis and Grandpa, both rabbits, trade shoes and help each other with their responsibilities.

Clark, Ann Nolan. ***In My Mother's House***. Viking Press, New York, 1941.

In this story-poem about the Tewa Indians in Santa Fe, all activities center around the fireplace in Mother's house.

Cole, Joanna. ***The New Baby at Your House***., William Morrow & Co. 1985.

Book helps small children sort out and deal with their mixed feelings when a new baby comes home.

dePaola, Tomie. ***Mama Upstairs and Mama Downstairs***. Puffin Books, 1981.

Tommy lives in an extended family. The death of his grandmother makes him sad.

English, Jennifer. ***My Mommly's Speical***. Children's Press, 1985.

A little girl describes all the things she does with her mother who is confined to a wheelchair.

Fisher, Aileen and Carle, Eric. ***Do Bears Have Mothers, Too***? Crowell, New York, 1973.

Pictures and simple text of animals and birds with their babies.

Goldman, Susan. ***Grandma Is Somebody Special***. Whitman, Chicago, 1978.

A visit to Grandma's house. Everything is different and interesting to the child. This grandma is special.

Greenberg, Judith and Helen Carey. ***Adopted***. Franklin Watts, 1987.

Because both Sarah and her new brother are adopted, the parents explain what adoption and being part of a family are all about.

Greenberg, Keith Elliot. ***Erik is Homeless***. Lerner Books, 1992.

Shows a day in the life of Erik and his mother, who live at a hotel for the homeless.

Grollman, Earl. ***Talking About Divorce and Separtion***. Beacon Press, 1975.

A guide to help small children of divorcing parents understand and accept the fact that their parents are no longer able to live in the same house.

Hoban, Russell. ***A Baby Sister for Frances***. Scholastic, 1964.

Frances, the little badger, is not sure she is needed now that there is a baby sister. She hides and hears how much her parents miss her.

Holdsworth, William Curtis. ***The Little Red Hen***. Farrar, Strauss and Giroux, New York, 1969.

The classic story of the little red hen, whose friends will not cooperate. Interesting pen and ink drawings.

Hutchins, Pat. ***The Doorbell Rang***. Greenwillow Books, New York, 1986.

Sam and Victoria's mother makes cookies, but there are not enough for all the kids. Grandma shows up with more cookies.

Keats, Ezra Jack. ***Peter's Chair***. Harper and Row, NY, 1967.

Peter's family has a new baby. His parents help him realize there are advantages to being bigger.

Lasker, Joe. ***He's My Brother***. Whitman & Co. 1974.

A young boy describes the school and home experiences of his younger brother who has a learning disability.

McPhail, David. ***Sisters***. Harcourt, Brace and Jovanovich, New York, 1984.

Two sisters have similarities and differences, but they still love each other.

Minarik, Else Holmelund. ***Little Bear***, ***Little Bear's Visit***, ***Little Bear's Friend***, ***Father Bear Comes Home***. Harper and Row, New York, 1957.

These books contain stories of a warm family relationship.

Mitchell, Joyce Slayton. ***My Mommy Makes Money***. Little Brown, Boston, 1984.

Mothers can do any type of work they want to.

Ormerod, Jan. ***Dad's Back***. Lothrop, Lee and Shephard, New York, 1985.

A baby enjoys the things about Dad when he comes home.

Oxenbury, Helen. ***Family***. Wanderer Books, New York, 1981.

Clearly labelled pictures of things of interest to babies.

Peterson, Jeanne Whitehouse. ***I Have a Sister: My Sister is Deaf***. Harper, Row, 1977.

Warm, intimate pictures and a poetic text evoke an appealing and perceptive portrait of a young deaf child.

Prall, Jo. ***My Sister's Special***. Children's Press, 1985.

Although Angie cannot walk, talk, or use her arms and hands because she is brain-damaged, she goes to school in a wheelchair and enjoys life in a loving family.

Robins, Joan. ***My Brother, Will***. Greenwillow Books, NY, 1986.

Charles' new baby brother, Will, grows until he learns to walk.

Rogers, Fred. ***The New Baby***. Putnam Son, 1985.

Book explains the needs of todlers, faced with a new baby in the family and some of the changes and disruptions the baby can cause.

Rosenberg, Maxine. ***Being Adopted***. Lothrop, Lee, Shepard Books, 1984.

Book is about identity, growing up, and most of all, about love.

Simon, Nora. ***All Kinds of Families***. Albert Whitman, 1976.

Love holds many different kinds of families together.

Simon, Nora. ***I'm Busy, Too***. Albert Whitman, Chicago, 1980.

This book tells what the families of several children do while the children are in day school.

Steptoe, John. ***Stevie***. Scholastic Book Service, New York, 1969.

Robert's mother cares for Stevie, whose mother works. Stevie is a little nuisance to Robert. When Stevie and his parents move away, Robert misses him like a brother.

Tax, Meredith. ***Families***. Little, Brown & Co. 1981.

Families come is all shapes and sizes. Book depicts families of different ethnic backgrounds.

Thomas, Marlo. ***Free to Be: A Family***. ***Bantom***, 1987.

An exploration of the many different ways of being a "family" in today's world. A book about all kinds of belonging.

Thompson, Susan. ***One More Thing***, Dad. Albert Whitman, Chicago, 1980.

Caleb needs to take nine things out with him. He also needs to take his Dad.

Walter, Mildren Pitts. ***My Mama Needs Me***. Lothrop, Lee and Shephard, New York, 1983.

Jason wants to help Mother with the baby sister, but the baby sleeps all the time.

Willhoite, Michael. ***Daddy's Roommate***. Alyson Publications, 1990.

Book focuses on children with gay parents.

Wilson, Gahan. ***The Bang Bang Family***.

A very noisy family bang-bangs through the day.

ENVIRONMENT

Aliki. ***The Story of Johnny Appleseed***. Prentice-Hall, Englewood Cliffs, NJ, 1963.

Wherever John Chapman goes, he carries and plants appleseeds, until he is called Johnny Appleseed. He is a friend to pioneers and Indians.

Anderson, J. I. ***Whales and Dolphins***. Troll Associates, Mahwah, NJ, 1973.

An "I Can Read About~ book, explaining about whales, dolphins and the differences between mammals and fish.

Asch, Frank. ***Happy Birthday Moon***. Scholastic, NY, 1982.

A little bear tries to meet the moon and give it a birthday present.

Balian, Lorna. ***Amelia's Nine Lives***. Abingdon, Nashville, 1986.

Nora's beloved cat disappears. Her friends bring replacements, but they aren't her cat. Pretty soon, Amelia re-appears with kittens, and Nora has too many cats.

Branley, Franklyn. ***Comets***. Thomas Y. Crowell, NY, 1984.

Comets are explained in simple terms with illustrations. It was written before 1986, so it explains Halley's Comet as if it will happen in the future. A good resource book for teachers when children ask about stars.

Carle, Eric. ***The Very Busy Spider***. Philomel Books, NY, 1985.

A spider spins her web regardless of the interruptions from the barnyard animals.

Caudill, Rebecca. ***A Pocketful of Cricket***. Holt, Rinehart and Winston, New York, 1964.

A country boy loves the outdoors. He finds a cricket and keeps it in his pocket, even when he starts school.

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Clifton, Lucille. ***The Boy Who Didn't Believe in Spring***. Dutton, NewYork, 1973.

What is springtime in poor and crowded city streets? Two little boys discover for themselves.

Creene, Laura. ***HELP***. Human Science Press, 1981.

Helping each other as well as getting help from nature and objects is the theme of this book. Imaginative treatment of giving help.

Ets, Marie Hall. ***Play With Me***. Viking Press, New York, 1955.

A small child, looking for a friend, tries to catch creatures in the wild. She cannot catch any, until she sits very still and they come to her.

Gordon, Sharon. ***Now I Know Dolphins and Porpoises***. Troll Associates, Mahwah, NJ, 1985.

A simple explanation about dolphins and porpoises as mammals of the sea, with nice illustrations.

Heller, Ruth. ***Animals Born Alive and Well.*** Gosset and Dunlap New York, 1982.

A delightful picture book about mammals, large and small, similar and dissimilar, including people. The pictures are simple but lifelike.

Heller, Ruth. ***Chickens Aren't the Only Ones***. Scholastic, New York, 1981.

An illustrated book showing other creatures that lay eggs.

Jaspersohn, W. ***How the Forest Grew***. Greenwillow Books, New York, 1980.

Simple language to explain how forests grow.

Jordon, Helene J. ***How a Seed Grows. A "Let's Read and Find Out Book"***, Thomas Y. Crowell, New York, 1960.

This book explains how plants grow from seeds in very simple words, and gives directions for sprouting and growing a bean seed.

Krauss, Ruth. ***Carrot Seed***. Harper and Row, New York, 1945.

A little boy plants a carrot seed. Everyone tells him it will not grow, but he takes care of it, and it does grow.

Krauss, Ruth. ***A Hole Is to Dig***. Harper and Row, New York.

Illustrated by Maurice Sendak, the story tells in simple language what many things are for, like arms to hug with, toes to wiggle, steps to sit on, etc.

Lilly, Kenneth. ***Animal Climbers***. Random House, Inc., New York 1984.

A book for the very young child, with pictures of koalas, monkeys, raccoons, leopards and lorries climbing in trees.

McCloskey, Robert. ***One Morning in Maine***. Viking Press, New York, 1952.

While digging clams, Sal's loose tooth falls out and gets lost. She is afraid she might not get her wish, but she does. The story emphasizes that the loss of a baby tooth is a sign of growing up.

McCloskey, Robert. ***Time of Wonder***. Viking Press, NY, 1957.

A summer on an island in Maine is described through the everyday experiences of children.

McGovern, Ann. ***Little Whale***. Scholastic Book Services, New York, 1979.

The story of whales, with many illustrations, written for the older preschool child.

Miller, Edna. ***Jumping Bean***. Prentice-Hall, Inc., Englewood Cliffs, NJ, 1979.

A little caterpillar inside of a jumping bean fools everyone, except for the little cactus wren. The jumping bean finds a safe place to hide until the caterpillar turns into a moth.

Selsam, Millicent E. ***Backyard Insects***. FourWinds Publishing Co., New York, 1983.

This book shows camouflage as it describes insects and how they protect themselves, with full-color photographs to illustrate the text.

Seuss, Dr. ***The Lorax***. Random House, New York, 1971.

This story doesn't answer the problems of pollution, but it suggests that care is our only hope.

Shulevitz, Uri. ***Dawn***. Farrar, Strauss and Giroux, NY, 1974.

With very few words and many drawings, this book tells of an old man and his grandson on the shore of a mountain lake in the early morning.

Tarrant, Graham. ***Frogs***. Intervisual Communications, Inc., Los Angeles, 1983.

A "pop-up" book showing the stages of development of a frog, from egg to tadpole to frog.

Udry, Janice May. ***A Tree Is Nice***. Harper and Row, NY, 1985.

Vivid descriptions of the delights to be had in, with, or under a tree. A Caldecott Medal winner.

Vasiliu, Mircea. ***A Day at the Beach***. Random House, NY, 1977.

A child's narration of the many interesting, educational and enjoyable activities at the beach.

Viorst, Judith. ***The Tenth Good Thing About Barney***. Atheneum Hartford, CT, 1971.

Barney the cat was dead. The child is very sad. His mother suggests he think of ten good things about Barney. He can only think of nine, until his father tells him about how dead things fertilize and help other things grow.

Wandelmaier, Roy. ***Now I Know Stars***. Troll Associates, Mahwah, NJ, 1985.

Lovely illustrations and simple explanations about stars.

Zolotow, Charlotte Shapiro. ***One Step, Two***. Lothrop, Lee and Shepherd, Co., West Caldwell, NJ, 1981.

A little girl and her mother appreciate the little discoveries of nature.

Conflict Resolution

Bonsall, Crosby. ***Mine's the Best***. Harper and Row, NY, 1973.

Two boys argue over whose balloon is best.

Burton, V.L. ***Mike Mulligan and his Steam Shovel***. Houghton Mifflin Co., Boston, 1939.

Mike's steam shovel, Mary Ann, has dug herself into a hole and can't get out. The whole town comes to their rescue.

Carlson, Nancy. ***Loudmouth George and the Sixth-Grade Bully***. Carolrhoda Books, 1983.

George and his friend Harriet think of a creative way to deal with the bully who steals his lunch.

Chapman, C. ***Herbie'sTroubles***. E.P. Dutton, New York, 1981.

Herbie and his friend Jimmy are having troubles with their relationship. Herbie resolves this in a creative, peaceful way.

Clymer, Eleanor. ***The Big Pile of Dirt***. Holt, Rinehart, Winston, NewYork, 1968.

A pile of dirt is the only place where the poor children can play. When some people want it removed, the children find a way to keep the pile of dirt.

Crary, Elizabeth. ***The Children's Problem Solving Series***. Parenting Press, Seattle, WA, 1985.

Includes: ***I Want It; I Can't Wait; I Want to Play; My Name Is Not Dummy; I'm Lost; Mommy, Don't Go***.

du Bois, Rene. ***Bear Party***. Penguin Books, New York, 1971.

The bears in the forest have become angry with each other. A wise old bear gives them advice to solve their problems.

Fitzhugh, Louise and Scoppettone, Sandra. ***Bang Bang You're Dead***. Harper and Row, New York, 1969.

Two groups of boys battle for possession of a hill. They mutually agree that violence is no fun, and they settle their dispute cooperatively.

Foreman, Michael. ***Two Giants***. Pantheon, New York, 1967.

Two happy giants quarrel over ownership of a seashell, gradually realizing how ridiculous it is for the equally powerful to fight each other.

Friesel, Uwe. ***Tim, the Peacemaker***. Scroll Press, NY, 1971.

Tim plays a flute so beautifully that all who hear him stop whatever they are doing to listen. He stops constructive work, but he also stops soldiers from fighting.

Hoban, Russell. ***A Bargain for Frances***. Harper and Row, New York, 1970.

Frances the badger learns that it is better to bargain than to lose a friend.

Hoban, Russell. ***The Little Brute Family***. McMillan, NY, 1966.

Life in the Brute family is one snarl after another until Baby Brute brings home a little lost good feeling he has found in a field of daisies.

Hoban, Russell. ***The Sorely Trying Day***. Harper and Row, New York, 1964.

Shows how one thing can lead to another, and blaming others just makes things worse.

Horvath, Betty. ***Be Nice to Josephine***. Franklin Watts, NY, 1970.

Charlie must spend the day with his cousin Josephine. He hopes his friends won't see him with a girl, but Josephine turns out to be a good sport and they have a great day.

Keats, Ezra Jack. ***Goggles***. Viking Press, New York, 1969.

Peter, Archie and Willie the dog must be clever to keep the big boys from taking their treasured find. (A Caldecott Honor Book)

Leaf, Munro. ***The Story of Ferdinand***. Viking Press, NY, 1936.

Ferdinand is a peace-loving little bull who prefers smelling flowers to making a reputation for himself in the bull ring.

Lionni, Leo. ***Swimmy***. Pantheon Books, New York, 1963.

The small red fish are afraid to go anywhere, because the big fish will eat them. Swimmy organizes them to swim together, looking like one big fish.

Lobel, Anita. ***Potatoes, Potatoes***. Harper and Row, N. , 1967.

Two brothers join opposing sides in a war, expecting excitement and glory. When their mother is hurt in a battle over her potato field, the brothers work together to make peace.

Lopshire, Robert. ***I Am Better than You***. Harper and Row, New York, 1968.

Two identical lizards are in competition. One of them declines to battle, averting war. This book suggests solutions other than violence.

Myers, Bernice. ***The Apple War***. Parents Magazine Press, New York, 1973.

Two kings prepare to fight a war, but the war is postponed so they can celebrate a birthday. They have so much fun at the party they almost forget the war.

Provenson, Alice and Martin. ***A Peaceable Kingdom***. Penguin, New York, 1982.

A whimsical picture book of the alphabet as taught by the Shakers to their children, with a theme of peacefulness.

Ringi, Kjell. ***The Winner***. Harper and Row, New York, 1969.

A picture book about competition and escalation, dealing with the absurdity of war.

Schecter, Ben. ***The Toughest and Meanest Kid on the Block***.

Even bullies can turn into friends.

Seuss, Dr. ***The Butter Battle Book***. Random House, NY, 1984.

Engaged in a long-running battle, the Zooks and the Yooks develop more and more sophisticated weapons as they try to outdo each other.

Sharmat, Marjorie. ***Attila the Angry***. Holiday House, NY, 1985.

Attila the squirrel learns to "squash, stamp out and demolish" his anger at a meeting of Angry Animals Anonymous. But when is anger appropriate?

Stein, William. ***Amos and Boris***. Farrar, Straus, and Giroux, New York, 1971.

Amos the mouse and Boris the whale are good friends. They have nothing in common, except that they like to help others.

Turkel, Brinton. ***Rachel and Obadiah***. E.P. Dutton, NY, 1978.

Rachel and her brother Obadiah are Quakers in Nantucket Island. Whenever a ship returns, a child is chosen to spread the word. Rachel wants to be chosen, but Obadiah tells her girls can't run as fast as boys. Rachel gets the chance to deliver the news.

Udry, Janice May. ***Let's Be Enemies***. Harper, New York, 1961.

John and James have trouble getting along, so they decide to be enemies and say goodbye. They reconsider and begin playing together again. Angry feelings do not need to last.

Udry, Janice May. ***Thump and Plunk***, Harper and Row, NY, 1981.

Thump and Plunk are brother and sister mice who fight over their dolls, Thumpit and Plunkit. Their mother helps them to solve their problems.

Wahl, Jan. ***The Animal's Peace Day***. Crown, New York, 1970.

The animals gather for a peace day and dinner, and in no time, they get entangled in a quarrel. When fighting ends, they say they will try again tomorrow. Outstanding illustrations.

Winthrop, Elizabeth. ***That's Mine***. Holiday House, 1977.

After a fight, two children discover that they can do things better when they cooperate.

Wondriska, William. ***The Tomato Patch***. Holt, Rinehart and Winston, New York, 1960.

Two neighboring kingdoms do nothing but make weapons. The two princes, one from each kingdom, start to grow tomatoes. They learn that growing tomatoes is more important than making weapons.

Zolotow, Charlotte. ***The Hating Book***, Harper and Row, NY, 1969.

A little girl is rebuffed by her friend. After Mother urges her to ask what's wrong, the friends make up.

Zolotow, Charlotte. ***The Quarrelling Book***. Harper and Row, New York, 1963.

A rainy day begins a cycle of quarrelling in a family. Only the family dog is immune, and he reverses the cycle. At the end of the day, each apologizes to the others.

Zolotow, Charlotte. ***The Unfriendly Book***. Harper and Row, New York, 1975.

Two little girls work out their differences and remain friends.

Other Cultures

Feelings, Muriel. ***Jambo Means Hello***. A Swahili Alphabet Book. Dial Books for Young Readers, New York, 1974.

An alphabet book that gives a word for each letter of the Swahili alphabet.

Feelings, Muriel. ***Moja Means One***. A Swahili Counting Book. Dial Books for Young Readers, New York, 1971.

A beautifully illustrated book depicting East African culture. (A Caldecott Medal Honor Book, 1972)

McDermott, Gerald. ***Anasi the Spider***. A Tale from Ashanti. Holt Rinehart and Winston, New York, 1972.

A folk tale of Ghana. A spider is saved by his six sons, so he is unable to decide which son to reward. The solution to the problem explains how the moon was put into the sky, with beautiful stylized geometric forms of Ashanti art.

McDermott, Gerald. ***Arrow to the Sun***. A Pueblo Indian Folk Tale. Viking Press, New York, 1974.

A myth about a boy who searches for his immortal father, the Lord of the Sun. After finding his father, he returns to earth to bring the Lord of the Sun's spirit to the world of humans.

Politi, Leo. ***Moy Moy***. Scribner, New York, 1960.

Moy Moy is a Chinese girl in Los Angeles, enjoying her first Chinese New Year.

Politi, Leo. ***Pedro, the Angel of Olvera Street***. Scribner, New York, 1946.

Young Pedro loves Mexican Olvera Street, the Mexican food and the music. He is chosen to lead the singing at the Christmas pageant.

Rice Bowers, Kathleen. ***At This Very Minute***. Little, Brown, New York, 1983.

Just before going to sleep, a child wonders what other people are doing around the world.

Spier, Peter. ***People***. Doubleday, Garden City, NY, 1980.

A book of outstanding pictures of people and cultures all around the world, emphasizing our similar needs and pleasures, and celebrating our differences.

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